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ABSTRACT

This teaching guide on global issues contains 20 activities for students in grades K-12. The global activities focus on the themes of inequality, development and technology, human rights, and basic human needs. For example, an activity called "Human Rights" shows students the distribution of land in South Africa as compared to the number of black and white inhabitants. A game, " A Simple Roll of the Dice," shows students how chance plays an important role in the concept of inequality. An activity called "Limited World Model" demonstrates the effect that the arms race, foreign aid, and technology have on both rich and poor countries. A game, "Help or Hinder: How to Give Good Aid," helps students explore whether the country receiving or the country giving foreign aid should determine the method of assistance. Each activity includes an introduction and a list of objectives. Specified are the grade level, time required for the activity, and materials needed. Information is given on procedure to follow and there are debriefing questions. Often there is a list of optional or additional procedures and references and resources. A major portion of the guide provides handout materials for teaching the activities. (Author/NE)

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COMPARATIVE STUDIES SERIES

COMPARATIVE WORLD ISSUES

For Grades 1-12

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with
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4

Table of Contents

Introduction

I. Inequality 1

1. Doughnuts and Doughnut Holes 3
2. Decisions, Decisions, Decisions! 5
3. A Simple Roll of the Die 7
4. Inequality in Cranium 11
5. Welfare 13
6. Inequality in Basic Human Needs 15
7. National Security Assumptions 17

II. Development and Technology 21

1. Human Needs and Foreign Aid 23
2. Limited World Model 27
3. Help or Hinder: How to Give Good Aid 29
4. Third World Experts: A Call for "Back to Basics" 31

III. Human Rights 33

1. Human Rights: A Concept of Racism 35
2. Going After Mr. Goodbar 39
3. What Everyone Should Have 41
4. Who are the Subversives? 45

IV. Basic Human Needs 49

1. My Kingdom for a Car 51
2. How Have You Helped? 55
3. World Nutrition 57
4. Soup's On! 59
5. Me? Eat Oil? Are You Kidding? 61

V. Handouts 63

Handout #1 for Unit I-1 65
Handout #2 for Unit I-3 67
Handout #3 for Unit I-3 75
Handout #4 for Unit I-3 77
Handout #5 for Unit I-4 79
Handout #6 for Unit I-4 81
Handout #7 for Unit I-4 83

Handout #8 for Unit I-4 85
Handout #9 for Unit I-4 87
Handout #10 for Unit I-4 89
Handout #11 for Unit I-4 91
Handout #12 for Unit I-4 93
Handout #13 for Unit I-4 95
Teacher Information for Unit I-4 97
Handout #14 for Unit I-5 101
Handout #15 for Unit I-5 109
Handout #16 for Unit I-7 111
Handout #17 for Unit II-1 115
Handout #18 for Unit II-1 117
Handout #19 for Unit II-1 119
Handout #20 for Unit II-1 121
Handout #21 for Unit II-2 123
Handout #22 for Unit II-2 127
Handout #23 for Unit II-2 129
Handout #24 for Unit II-2 131
Handout #25 for Unit II-2 135
Handout #26 for Unit II-3 137
Handout #27 for Unit II-3 141
Handout #28 for Unit II-3 149
Handout #29 for Unit II-3 151
Handout #30 for Unit II-4 153
Handout #31 for Unit II-4 155
Handout #32 for Unit II-4 159
Handout #33 for Unit III-1 161
Handout #34 for Unit III-1 163
Handout #35 for Unit III-2 165
Handout #36 for Unit III-4 167
Handout #37 for Unit III-4 169
Handout #38 for Unit IV-1 173
Handout #39 for Unit IV-3 175
Handout #40 for Unit IV-3 177
Handout #41 for Unit IV-3 179
Handout #42 for Unit IV-5 185
Handout #43 for Unit IV-5 187

INTRODUCTION

This volume of activities was written, tested, and evaluated by classroom teachers enrolled in the University of Denver Master of Arts Degree Program in Curriculum and Instruction with a cognate or specialization in global studies.

These activities were chosen by the class from those submitted as partial requirements for one of the program's core courses. The work represents the efforts of teachers of social studies, language arts, mathematics, reading, and elementary education.

The students read and discussed articles and books which cover the various dimensions of four global issues: Inequality, Development and Technology, Human Rights, and Basic Human Needs.

Every effort was made to emphasize a comparative or global perspective in the analysis of these issues (i.e., seeing the process of development from an industrialized and nonindustrialized nation perspective).

This volume does not contain activities that fit only in grades 10-12 or 1-3. They all are adaptable to any grade level. This is an experimental unit, the first to emerge from the MA program, which is in its fifth year.

We welcome your comments, evaluations and suggestions for revision. We see this as an ongoing process and encourage you to participate in that process.

Steven L. Lamy, Ph.D.
Director. CTIR

INEQUALITY

Title: DOUGHNUTS AND DOUGHNUT HOLES

Introduction:

This activity is designed to introduce the concept of inequality.

Objectives:

1. Students will be able to define inequality.
2. Students will be able to express how they felt about being treated unequally.

Grade Level: K-12

Time: Twenty minutes

Materials: Handout #1, "Equality/Inequality Evaluation Measurement"
Doughnuts
Doughnut holes

Procedure:

1. Hand out evaluation questionnaire. Have students answer the questions. Make sure they do not think the handout is a test.
2. Pass out doughnuts and doughnut holes. Make sure everyone has either a doughnut or a doughnut hole, but NOT BOTH.
3. Observe the body language and feelings of students. (Teachers of older students might assign students to do the observation.)
4. Ask debriefing questions.
5. Hand out evaluation questionnaire again.

Debriefing:

1. Was this an unequal situation?
2. Why did some students receive more than others--luck, being in the right place at the right time, grades, sex, student size, etc.?

3. Does life treat people equally or unequally?

4. What can you do about inequalities?

Optional Procedure:

This is not an activity idea for those teachers concerned about classroom management! The penny activity is another way of stimulating a class discussion of inequality and questions of resource distribution.

1. Have your students arrange their chairs in a horseshoe shape.

2. Without saying anything, drop 50-100 pennies on the floor in front of your students and tell them to gather as many pennies as they can. Expect a mad scramble for those pennies.

3. Have the students return to their seats and ask them to report how many pennies they each managed to grab.

4. Discuss why some students got more pennies than others and list the reasons on the board. Students may say things like their position in the circle, their speed, strength, or their ability to dissuade others.

5. Lead your students in a discussion on how they might redistribute those pennies so that all of their classmates might have an adequate amount. You can increase the stakes by saying students cannot go to lunch without three pennies.

6. Finally, ask students to consider how this simple simulation reflects problems of distribution and redistribution in communities throughout the world.

Title: DECISIONS, DECISIONS, DECISIONS!

Introduction:

Does he deserve it? Does she need it? Should they receive it equally? These are questions we consider when making decisions. If the answer is yes to the first two, an unequal situation may be taking place. Just being aware that these questions are involved in decision making may help students develop that skill.

Objectives:

1. Students will become aware of the way they make decisions according to desert, need, or equality.

2. Students will make a decision and be able to give reasons to support that decision.

Grade Level: K-12

Time: One class period

Materials: Ten pictures of people of different age, sex, nationality, financial, and social level.

Procedure:

1. Display the pictures in a central place where all students can see them.

2. Give students these instructions:

   You are the executor of a trust fund that was set up to give $1000 to a person who deserves it the most, or needs it the most, or divide it equally among the nominees. A committee working for the trust has chosen the ten finalists from which you may choose.

3. Label five of the people as those who deserve the money because they have assumed larger risks or responsibilities, or because they are more productive or skillful.

4. Label five of the people as those who have more need for the money because they have more family responsibilities, or are in more desperate financial straits.

5. Have students write their answers to the following:

   a. Give the money to someone who deserves it--who?
   b. Give the money to someone who needs it--who?
   c. Divide the money equally among the nominees
   d. Choose another method--what would you do?

Additional Procedures:

1. Make up a personal profile for each picture.

2. Have students rank the ten pictures from most deserving to least deserving, greatest need to least need. Give reasons for that ranking.

3. Have students suggest ways they would want the people receiving the money to spend it; would the people spend it the way they want to, or not.

Debriefing:

1. For those who chose desert--who did they choose and why?

2. For those who chose need--who did they choose and why?

3. For those who wanted to divide the money equally, why?

4. What was the alternative for those who chose that route?

5. Why was the decision difficult, easy?

6. Were some decisions more unequal than others?

Cynthia Daniels

Title: A SIMPLE ROLL OF THE DIE

Introduction:

One of the many ways of looking at inequality and its causes is to perceive that one's birth may be into particular situations and environments over which we have no control. Some are born rich and fortunate, while some are born poor and hungry. In fact, some die before they even get to play the "game of life." This activity presents a situation in which students learn about chance and inequality.

Objectives:

1. Students will understand others' points of view concerning wealth and poverty.
2. Students will make decisons about how to spend wealth.
3. Students will recognize resource maldistribution.
4. Students will recognize that all people are born to a world of inequalities and that they sometimes contribute to these inequalities by their actions and attitudes.
5. Students will question their own personal values about inequality and how personal actions can either foster inequality or improve conditions.

Grade Level: 7-12

Time: One class period

Materials: Handout #2, "Country Cards"
- 3x5 index cards--number given below is for a class of 30
  - Country A--2 cards (5 percent of total class)
  - Country B--3 cards (10 percent)
  - Country C--4 cards (15 percent)
  - Country D--9 cards (30 percent)
  - Country E-12 cards (40 percent)
  - 2-3 cards indicating instant death due to hunger or disease--which means student is out of the game.

Handout #3, "Wealth Grid"
Handout #4, "Basic Needs Choice Chart"
One die

Procedure:

1. Every student picks a country card from the pile.

2. Pass out Handout #3.

3. Each student rolls the die as many times as his country card allows. For those allowed more than one roll, add the results together. Using the wealth grid, find dollar amount. Any sum over six will use the six column.

4. Tell students that with the money they have, they must acquire their basic human needs, and each student must spend the money wisely. Each student must keep track of what has been spent, what was bought, and how much money is left. They cannot spend more than the graph indicates for their position at birth. The basic needs they will have to choose from are: shelter, food, mobility, political influence, entertainment, and luxury. Each need has three levels, ranging from luxurious to middle class to poverty. Each of these levels has a certain price.

5. Hold up each of the Basic Needs Choice Charts, allowing enough time for students to make decisions, and mark record.

Follow-Up:

Discuss students' choices. Ask:

Why did you purchase what you did?
How did you feel about being able to purchase items while others could not?

Debriefing:

1. What do you know about inequality that you did not know before?

2. Why might there be more E cards than A cards?

   a. Can we say this is just a matter of luck?
   b. How might prejudice, ethnocentrism, etc., perpetuate this? Or do you believe it does?

3. How might the roll of the die represent the fact of birth?

4. How might this game represent the real world: locally, nationally, globally?

5. What solutions would you propose to solve inequality: individually, nationally, globally?
6. What would you add to this game to make it more realistic?
7. How did you feel if you selected an "instant death" card?

Frank Pilkington and Tom Loughery

Title: INEQUALITY IN CRANIUM

Introduction:

As students learn more about the world, they acquire an awareness of inequality as it affects people's lives, the policies that are made to adjust this inequality, and the decision making process which arrives at a policy. This activity introduces each of these components as they interact with each other.

Objectives:

1. Students will have the opportunity to experience inequality.
2. Students will experience a policy decision which affects the unequal situation in which he was placed.
3. Students will proceed from defining inequality to recognizing those inequalities which require social action.
4. Students will compare the merits of various policy decisions.

Grade Level: 7-9

Time: One class period

Materials: Handout #5, "Cranial Index Chart"
Tape measure
Pens
Handout #6, "Supercron Test"
Handout #7, "Micron Test"
Handouts #8, #9, #10, #11, #12, and #13, "Group Tests 1-6"
Teacher Information, "Craniumville"

Procedure:

1. As students enter classroom, measure heads (around forehead, around face). Multiply the two figures; record on "Cranial Index Chart."
2. Pick arbitrary number where all below will be considered Microns and all above will be Supercrons. Mark Microns in some way.
3. Administer Handout #7 to Microns and Handout #6 to Supercrons.

4. Explain that a policy change has been made to make the society more equitable by giving a test of different difficulty levels to people as determined by their "cranial index."

5. Divide the scores into six groups. Give those in group one (the top scores) Handout #8; group two, Handout #9; group three, Handout #10: group four, Handout #11; group five, Handout #12; and group six, Handout #13.

6. Correct the exams and readjust the groups according to the new scores. Ask:

   How does it feel to go in and out of different groups?
   Is this a just or fair method of dividing people in a society?
   How do governments or societies place people into classes?
   How are we divided? Education? Money? Looks?

7. Read "Craniumville" aloud to the class.

Debriefing:

1. How did you feel after taking the first test?

2. How did you feel after taking the second test?

3. If your feelings changed, why?

4. Did the policy make the society more equitable, or did it create more inequality? Why or why not?

Answers to Micron Test:

1. 81
2. Suzey
3. Bunker Hill
4. My friend
5. Captain Kangaroo

Answers to Supercron Test:

1. Washington
2. Steinbeck
3. Erie, Michigan, Ontario
4. Spanish
5. Collie

Sara H. Hoagland

Title: WELFARE

Introduction:

This activity is designed to evaluate a case study in inequality in the welfare system.

Objectives:

1. Students will identify some problems in the welfare system.
2. Students will suggest some solutions to the problems.

Grade Level: 7-12

Time: One class period

Materials: Handout #14, "Testimony of Rebecca Martinez"
Handout #15, "Debriefing Questions"

Procedure:

1. Distribute Handouts #14 and #15.
2. Ask students to read Handout #14 and begin answering the questions on Handout #15.
3. Divide the class into small groups and give each group another copy of Handout #15. Have students in each group appoint one student to write down the group's answers to each question.
4. Discuss the answers each group has for each question.

Follow-Up:

Have each student, or small group, write which policy solution they would support, and explain why.

Title: INEQUALITY OF BASIC HUMAN NEEDS

Introduction:

One area of inequality is that of basic human needs (i.e., food, clothing, and shelter). Not only is inequality of this kind found between nations and countries, it is also found within each nation or country.

Objectives:

1. Students will recognize the interconnection between basic human needs, one's own life, and one's society.
2. Students will develop an awareness of how perceptions differ among individuals and groups.
3. Students will compare inequality between and within nations and countries.

Grade Level: 5-6

Time: Two class periods

Materials: Pictures of people from other countries (National Geographic is a good source for pictures)

Procedure:

1. Make four or five sets of pictures (six to eight pictures in each group) of various countries throughout the world. For each group have a variety of pictures showing "who has more" and "who has less."
2. Divide the class into four or five groups. Give each group one set of pictures.
3. As they look at the pictures, have each person in the group choose one picture and write down several words to describe the people in the picture. They should share the descriptive words with the rest of the group and tell why they described the picture in this way.

4. Have each of the groups put their pictures on a continuum of "who has more" to "who has less." They should tell the reasons for their decisions and the criteria used.

5. Have each group guess in what country the people in their pictures live and tell why they came to that conclusion.

6. If you could give the person in each picture one thing, what would it be and why?

7. Have students make a list of the causes of the conditions they see and brainstorm ideas about what one could do as an individual or group to help alleviate this condition.

Debriefing:

1. Discuss with class that through the activity they should have seen that some had "more" than others. Explain that a term used for this is inequality.

2. Discuss some ways one might institute some policies to implement the distribution of food, clothing, and shelter throughout the world on a "more equal" basis.

3. Discuss what you, as an individual, would be willing to give up

---

Katherine Weeks and Linda Hutton

20

Title: NATIONAL SECURITY ASSUMPTIONS

Introduction:

The question of living in a secure nation involves, and should interest, all of us--adults and children alike. Any threat or act of war will affect us directly or indirectly. The people making decisions about what will keep us secure base them on a body of assumptions. These assumptions may or may not have any truth to them. Those with differing assumptions will have difficulty in arriving at mutually agreeable decisions. We need to be aware of these assumptions (the ones we believe, as well as those of other people) in order to help communication between groups, to help discover the truth, and to help the search for the most appropriate decisions.

Objectives:

1. Students will recognize that the basic assumptions a person believes will help determine their positions taken on the issue of national security.

2. Students will become familiar with some of the assumptions dealing with national security, military spending, and disarmament.

3. Students will recognize that the perspectives (assumptions) people have will differ.

4. Students will compare these assumptions with some they already hold.

Grade Level: 4-6

Time: One hour

Materials: Handout #16, "National Security Assumptions Worksheet"

Procedure:

1. Distribute Handout #16, going over directions. Remind students that the answers are not true or false, even though they may agree or disagree with the viewpoint. They are to decide how a person with that assumption would regard military spending or disarmament.

2. Go over answers together, discussing why they think that decision would be made.

Debriefing:

1. Discuss differences in opinion--some are meant to pertain to both sides. How can both groups have the same assumption and still make a different decision on its basis?

2. Which assumptions do they feel the most comfortable agreeing with? Hypothesize: if they had the opportunity to tell their Senator or Congressman how he/she should vote on Strategic Arms Limitation Agreements (SALT II), or other security matters, what would they say, and on what assumptions would they be basing their decisions?

3. Why would a discussion be difficult between a person promoting military spending and one promoting disarmament? Hold a debate between the two groups. Assign differing viewpoints than students may hold and encourage research.

4. Brainstorm ways the different groups could evaluate and adjust their assumptions so they become closer approximations of the truth. Or how they could work together to arrive at decisions (compromises?) agreeable to both sides.

5. Give factual statements about costs of military, costs of education, health, availability of jobs, etc. Have students each respond to factual statement from basis of one or a few assumptions. Point out that we use information to support our own points of view.

Follow-Up:

This activity could be used as a pretest/posttest and/or in conjunction with other activities connected with the issue of national security, such as:

1. Mapping the extent of destruction of a nuclear bomb (Scientific American)

2. Tracing the possible consequences of unilateral disarmament

3. Seeing the film War Without Winners (Center for Defense Information) and the filmstrip The Last Slide Show (CTIR)

4. Simulations like The Road Game (Intercom)

5. Bringing in speakers from both points of view such as military representatives and people from American Friends Service Committee.

6. Writing letters to the President, Senators, Congressmen

7. Writing and performing a play or puppet show that expresses one or both points of view for parents--consequences of war, images of the enemy, or on the model of The Last Slide Show

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"The New Military Budget: Throwing Money at Problems"
"Soviet Geopolitical Momentum: Myth or Menace?"

Coalition for a New Foreign and Military Policy, 120 Maryland Avenue, NE, Washington, DC, 20002
"Unemployment: Fallout of the Arms Race"
"Disarmament Action Guide"
"More Jobs/Converting to a Peaceful, Productive Economy"

Cynthia Daniels

DEVELOPMENT AND TECHNOLOGY

Title: HUMAN NEEDS AND FOREIGN AID

Introduction:

U.S. foreign aid policies are often criticized because they are not appropriate to the needs and technological skills of the people of developing countries. If our foreign policies are to be effective, we will have to create policies which keep these factors in mind. This activity explores the importance of linking foreign aid and human needs with appropriate aid programs.

Objectives:

1. Students will define foreign aid.
2. Students will define human needs.
3. Students will recognize the relationship between the two.

Grade Level: 7-12

Time: Three class periods

Materials: Handout #17, "U.S. Development Assistance Budget Compared to Other Developed Countries"
Handout #18, "Largest Recipients of U.S. Official Development Assistance"
Handout #19, "U.S. Goods Purchased with AID Funds in 1971"
Handout #20, "Commitment to Third World Development"
Set of human needs pictures (of different cultures)
Transcript of recent State of the Union address--foreign policy section (not included in activity)

Procedure:

Activity I

1. Place the words FOREIGN AID on the board.
2. Have students brainstorm definitions of FOREIGN AID.

3. Tell the students that the U.S. and other countries are giving a percentage of their gross national product to other poorer countries and show figures on Handouts #17 and #18.

4. Have students suggest what other countries, not specifically mentioned, might be receiving aid.

5. Have students suggest what form the aid may take--projects, goods. Distribute Handout #19. Does it suggest other projects?

6. Have students write or orally present a brief statement on why the U.S. gives foreign aid and what countries receive it.

Activity II

1. Place the words HUMAN NEEDS on the board.

2. Have students brainstorm definitions of HUMAN NEEDS.

3. Show students pictures of people from different countries that illustrate different human needs.

4. Ask students to write an answer to, "What would you give this person to improve his/her life?"

5. Have students rank their answers from greatest need to least need. (They should rank the items given, not the people.)

6. Have students develop human needs categories for the items given. On the board, list items under each category developed.

7. Have students develop consensus definition of human needs.

Activity III

1. Review definitions of FOREIGN AID and HUMAN NEEDS.

2. Have students read U.S. policy statement (Handout #20) on foreign aid.

3. Have students identify policy approach to providing human needs.

4. Compare with current policy as stated in State of the Union address.

Debriefing:

1. What does the U.S. gain from giving foreign aid?

2. Does foreign aid provide human needs; is it designed to?
3. What kind of aid can the U.S. give that will satisfy human needs?

Michelle Sanborn

Title: LIMITED WORLD MODEL

Introduction:

This activity can be used as an introductory or follow-up lesson to show the interdependence of the arms race, foreign aid, and appropriate technology and the effect interdependence has on rich and poor countries.

Objectives:

1. Students will realize the interrelationship among appropriate technology, the arms race, and human rights.
2. Students will realize that the existing systems work against poor countries and for rich countries.
3. Students will recognize that our present aid policies and arms race may influence the existing system.

Grade Level: 6-12

Time: One to two class periods

Materials: Handout #21, "Country Cards"
Handout #22, "Choice Sheet: Rounds 1 and 3"
Handout #23, "Choice Sheet: Rounds 2 and 3"
Handout #24, "AID Cards"
Handout #25, "Proliferation Cards"
Chits (Make in denominations of 25 and 100)

Procedure:

Each player draws a country card to determine wealth. The game director must explain the rules.

1. Each person's luck of the draw determines wealth within the limited world system.
2. How the player uses his/her wealth will determine his/her status at the end of the game.
3. Each player must record his/her progress on the back of the country card. Write down any things bought, AID received, and chits left over at the end of each round (cumulative up through Round Three).

4. The player must spend all or some portion of his/her chits or lose them all at the end of the round.

5. When any two countries buy weapons, they both must draw from the proliferation pile, read the message aloud, and place the card at the bottom.

6. When a country agrees to send AID, that person chooses a card from the AID pile. The country receiving AID must record any benefits received.

7. When all countries have spent what they want for Round One and AID/Proliferation cards are finished, this marks the end of Round One.

8. Round Two has a new chart of items to buy and the same procedure is to be followed as in Round One.

9. In Round Three everyone gets to double the chits on their country card in order to buy more. The choices are from both AID sheets.

10. Any country sending or receiving AID may do so only once in each round.

After students have played for three rounds, each country is to report on the gains or losses made and their accumulation of wealth.

Debriefing:

1. Does anyone think they won the game? Why?

2. Does anyone think they lost the game? Why?

3. Do the poor countries ever achieve gains or make progress from their original position? How about in relation to the wealthy countries?

4. How is this game similar to real life? What parts are unrealistic?

5. How does one country's decision affect other countries?

6. How can the wide gap between the rich and poor countries be narrowed?

7. What effect does the arms race have on third world countries?

8. What effect does AID have on countries that really need help?

Title: HELP OR HINDER: HOW TO GIVE GOOD AID

Introduction:

This activity is designed as an introduction to foreign aid. The present method of assistance is for an expert from a large country (e. g., U.S.) to tell another country or community what kind of aid they will receive. In this activity students will examine an alternative method in which the country or community determines the kind of aid.

Objectives:

1. Students will practice group decision making skills.

2. Students will become familiar with and evaluate one kind of foreign aid plan.

3. Students will be introduced to concepts such as "appropriate technology," "communal priorities," and "basic needs."

4. Students will become aware of the complexities inherent in project planning.

Grade Level: 1-12

Time: One to five class periods

Materials: Handout #26, "Village Profile Cards"
Handout #27, "Catalog of Goods and Services"
Handout #28, "Order Form"
Handout #29, "Expenditure Record"
Play money (The game "Life" is a good source because the money denominations are very large.)

Procedure:

1. Divide the class into small groups of four or five.

2. Give each group a Village Profile Card (Handout #26), a Catalog of Goods and Services (Handout #27), Order Forms (Handout #28), and Expenditure Record (Handout #29).

3. Explain that each group is to devise a plan for spending $300,000 per round. Students may only use the money to purchase catalog items.

4. The time per round will depend on the nature of your class. A round could last fifteen minutes, a day, or a week.
5. Play five rounds.
6. Collect all materials.
7. Leave time after each presentation for class critiques.

Debriefing:

1. What problems arose?
2. What sorts of communal priorities emerged?
3. Did some purchases prove to be ineffective? Why?
4. Was the catalog plan good for your area?
5. Would you recommend the continuation of the project?
6. If not, what alternative would you suggest?

Follow-Up:

1. In-depth study of current foreign aid policy in Laos, Ethiopia, India, Sri Lanka, Nicaragua, etc.
2. Expand this activity by using village profiles from other countries.
3. Have students do background research on quality of life, life style, geographical features, etc., of assigned countries.

This activity is adapted from an idea suggested by Dr. Gene Eills, Assistant Professor of Economics, University of Denver.

Title: THIRD WORLD EXPERTS AND A CALL FOR "BACK TO BASICS"

Introduction:

Western governments have believed that a way of solving world poverty and hunger is to promote such things as economic growth, materialism, competition, and individualism. Moreover, the Western governments believe that by teaching Western ideas and technology the inequalities of the world will disappear. However, one issue not often recognized is that with these ideas and technology great changes are required of Third World peoples in regard to their traditional values. This activity is meant to develop a greater appreciation for this problem by putting the shoe on the other foot.

Objectives:

1. Students will develop a greater appreciation for members of the underdeveloped world.

2. Students will develop an understanding of how a change can affect their lives.

3. Students will be confronted with another perspective on how to solve the problems of world inequalities.

Grade Level: 7-12

Time: One class period

Materials: Handout #30, "Scenario"
Handout #31, "Life in a Third World Country"
Handout #32, "Policy Recommendations"

Procedure:

1. Distribute Handout #30 and read the scenario.

2. Distribute Handouts #31 and #32 and read the policy recommendations and the new values proposal.

3. Divide the class in half. One-half supports the Third World position, and the other half supports the Western position on development. The students are to present evidence to support their stands on whether development is good or bad. Students should consider the following questions:

   a. What does the term "development" mean?
   b. Has development made our world a better place to live?
   c. Are our new policy recommendations good or bad?

Debriefing:

1. If the Third World dominated other nations with its perspective and its measures were put into effect, how might these changes affect our lives, our culture, our lifestyle?

2. How would you react?

3. Would a cautious, incremental form of development which considers local needs solve world problems of resource inequality?

4. What questions do citizens of Western nations need to ask themselves about the concept of development?

Resources:

Bushman of the Kalahari, film showing an African tribe on a hunt for food and their day to day life.

Clark, Leon E. and Praeger, Frederrick A., eds. From Tribe to Town: Problems of Adjustment. New York: Praeger Publishers, 1971.

Wiley, David and Wiley, Marylee. The Third World: Africa. "New Directions of African Development," West Haven: Pendulum Press, Inc.

Agency for International Development. "The Village: The World as it Really is . . . it's Changing." 2, 8, pp. 2-7, October 1979.

Tom Loughrey

HUMAN RIGHTS

Title: HUMAN RIGHTS: A CONCEPT OF RACISM

Introduction:

This activity is intended to help teachers bring a global perspective to the math classroom.

Objective:

The students will use mathematics as a tool to investigate racism in South Africa.

Grade Level: 2-6

Time: One class period

Materials: Handout #33, "Mathematics and Apartheid in South Africa" (grades 5-6)
Handout #34, "Mathematics and Apartheid in South Africa" (grades 2-4)
Ruler
Masking tape
Black construction paper
Black and white papers in container

Procedure: Grades 5-6

1. Pass out and have students complete handout.

2. Ask the students why they think the whites have the most land. Confirm that even though the whites are the minority, they make the laws. What are the students' reactions to this policy?

3. Using students' calculations, determine who will represent "blacks" and "whites" by pulling papers out of a container.

4. Have whites measure 13 percent of room area which will be assigned to blacks. Whites must do measuring since they are educated. They should have blacks mark the area using masking tape (physical labor).

5. Blacks must remain within assigned area during debriefing discussion.

Procedure: Grades 2-4

1. Pass out and have students complete Handout #34.

2. Ask students why they think the whites have the most land. After they have responded, explain that the whites make the laws about who lives where. Ask students if they think this is fair.

3. In order to experience the concept of apartheid, the students will have 87 percent of the class assigned to 13 percent of the classroom. Prior to this activity you need to know how large an area is 13 percent of the room:

$$\frac{(\text{length x width x .13})}{4} = \text{length of a side}$$

# of children to represent blacks = number of pupils x .87

4. Have children pull papers out of container to determine if they represent "blacks" or "whites". Have blacks wear construction paper arm bands.

5. Tell whites to measure a square anywhere in the room according to the length you have calculated. Whites may tell blacks to put masking tape down to mark the area.

6. The blacks must now all stay in that area while debriefing discussion is going on.

Debriefing:

1. How did the whites make the laws? What did they consider in making the laws? (How did the "whites" choose in which part of room "blacks" had to stay?)

2. If you were white, how did you feel?

3. If you were black, how did you feel?

4. If the blacks are the majority of the population, why do they not control the government?

5. From this activity what do you think the living conditions are for both groups of people?

6. How did working the math problems help you to understand the relations between blacks and whites in South Africa?

7. Do you think the conditions in South Africa are right or fair?

8. What can be done about this situation?

Definitions:

Prejudice. Unfavorable opinion or feeling formed beforehand without knowledge, thought, or reason. (Random House Dictionary, 1967).

Racism. Any attitude, action or institutional structure which subordinates a person or group because of their color. Racism is not just a matter of attitudes; actions and institutional structures can also be a form of racism.

Racism is different from racial prejudice, hatred, or discrimination. Racism involves having the power to carry out systematic discriminatory practices through the major intitutions of our society.

Power + Prejudice = Racism

(Bidol, Pat. "Developing New Perspectives on Race" Viewpoint, April 1980)

Institutional Racism. "Institutions have great power to reward and penalize. They reward by providing career opportunities for some people and foreclosing them for others. They reward as well by the way social goods are distributed--by deciding who receives training and skills, medical care, formal education, political influence, moral support and self respect, productive employment, fair treatment by the law, decent housing, self-confidence and the promise of a secure future for self and children.

"One of the clearest indicators of institutional racism is the exclusion of black members of society from positions of control and leadership."

(Knowles, Lewis L. and Prewitt, Kenneth, eds. Institutional Racism in America, Prentice Hall, Englewood Cliffs, 1969.)

"Some of the most conspicuous examples of (institutional racism) are in housing patterns; segregated schools; discriminatory employment and promotion policies; segregated churches; white control of newspapers, radio, and TV; routes selected for construction of expressways or freeways; and textbooks which ignore or distort the role of black people."

(Dela-Dora, Delmo. What Curriculum Leaders can do about Racism, 1970)

Apartheid. An Afrikaans word meaning "separateness" is the South African Government's policy of racial segregation. The General Assembly has condemned that policy as a crime against humanity and has called on all states, and particularly so Africa's major trading partners, to promote action to end apartheid.

(From Questions and Answers on Human Rights, United Nations, 1972)

Marjorie Milan

Title: GOING AFTER MR. GOODBAR

Introduction:

Global interdependence manifests itself vividly in the complex matrices of international trade. By acting as members of the planetary business community, students will be able to grasp not only the concept of interdependence, but also some of its economic ramifications for the world's traders.

Objectives:

1. Students will understand the ramifications of global interdependence in the sphere of international trade.
2. Students will conceptualize some effects of the maldistribution of goods and resources in the world.
3. Students will understand some fundamental relationships of economics such as monopoly, oligopoly, and free trade.
4. Students will develop strategies that successfully deal with the relationships between developed and less developed nations.

Grade Level: 7-12

Time: One to two class periods

Materials: Handout #36, "Going After Mr Goodbar Rules"
Pencil, pen, and paper
Bag of shelled peanuts
Bag of chocolate kisses
Poker chips
Bag of miniature candy bars (Mr. Goodbar)
Ziplock sandwich bags
Bell

Procedure:

1. Prior to class arrange "resources" by bag (for a class of thirty)--
   15 bags of 10 peanuts/no chocolate/no poker chips/no money
   10 bags of 0, 1, 2, or 3 peanuts/5-10 chocolate kisses/no poker chips/$100-$500
   5 bags of $1000/10-15 poker chips/3-5 peanuts
2. Distribute bags among students

3. As the director, you are responsible for timing ten- to fifteen-minute rounds; selling candy bars, poker chips; providing new "harvest" of peanuts; and keeping a lid on the action. (Assistant directors may be necessary for larger classes.)

4. Directions to students:

   Each of you is now equipped to be a business person operating on a global scale. Each of you has the capability to achieve success. Good and bad luck figure into your success equation, but so does your skill. Your GOAL is to manufacture as many candy bars as you can during the course of the game.

   In order to manufacture candy you need one chocolate kiss, one peanut, capital (i.e., money) to begin your industry, and the technology capable of manufacturing a complicated product like candy (represented by the poker chip).

   The bag in front of you will start you in business. As in the real world, not all of you will immediately have all the necessary ingredients. You will have to trade for them or buy from someone else. There are no set prices for any goods. All trading will close when you hear the bell.

Debriefing:

1. What strategy did you employ during the game? Was it successful?

2. Does the game represent the real world of international trade faithfully? In what ways?

3. In what ways does the game diverge from what really goes on in the international market place?

4. How can the poor countries/business people survive?

5. What sorts of incentives or aims helped you during the game?

6. Who was the most successful and why?

Follow-Up:

Show the videotape The Nguba Connection (write CTIR for information if this videotape is not available in your area) and discuss it in light of the experiences people shared during the game.

Roger Myers

Title: WHAT EVERYONE SHOULD HAVE

Introduction:

The activity is designed to introduce a unit on basic human rights. Most would agree that mankind is entitled to a few necessities, both materially and spiritually. When the world actors (meaning countries) step on stage the priorities of such rights may change.

Objectives:

1. Students will be able to define the term human rights.
2. Students will be able to explain three factors that affect a country's human rights policy (social, political, economic).
3. Students will be able to recognize that human rights is a complex issue.

Grade Level: 7-9

Time: One class period

Materials: Paper for name tags
Yarn or string

Procedure:

1. Prior to activity students should research a country. Research should include: type of government, type of economic system, and information on the social structure of the peoples' lives.
2. The teacher will read a set of statements (see following pages). Each country's representative will be given a chance to agree or disagree with the statement. If they agree, they may grab on to the human rights chain. (The chain will connect countries that believe in human rights--or at least the representative thinks his/her country approves at this time.)

Debriefing:

1. Why do some countries refuse to join?
2. What could be done to make those countries join?

3. Is it "OK" if they do not join?

4. What values did the statements have?

5. Were there some countries who you felt should not hold the chain?

6. Is there an economic relationship among those holding the chain?

7. Is there a political relationship among those holding the chain? (You may want to identify certain countries to use with these questions.)

8. Is there a social relationship among those holding the chain?

9. Is there a relationship among those not holding the chain?

10. Is there a relationship between the two groups? (Those holding the chain and those not holding the chain.)

Follow-Up:

1. Cut the yarn or string to a certain length and ask students to add to the chain by suggesting more basic human rights.

2. Use newspaper articles in place of statements. Ask the students if they agree or disagree with what is happening.

3. Have students write their own Human Rights Declaration.

4. Have students read and compare the document prepared for children's rights. What are the similarities and differences?

Human Rights Statements:

1. Everyone should have adequate clothing.
2. Everyone should have a nationality.
3. Everyone should be allowed to own property (alone or collectively).
4. Everyone should be allowed to vote and elect a representative government.
5. Everyone should be able to eat as much food as he/she wants.
6. Everyone should have a chance to obtain a free education.
7. Everyone should be able to live where he/she wants to live.
8. Everyone should be able to have a job.
9. Everyone should be able to express an opinion.
10. Everyone should be secure in his/her person.
11. Everyone should know the charges against him/her in a court.
12. Everyone should have decent housing.
13. Everyone should be able to worship as he/she pleases.
14. Everyone should have adequate health services.
15. Everyone should be allowed to learn to read.
16. Everyone should be allowed freedom of thought.
17. Everyone should be able to earn as much money as his/her skills allow.
18. Everyone should be able to marry and have a family.
19. Everyone should be able to be a part of his/her community's cultural life.
20. Everyone should have privacy.

Catherine Climp

Title: WHO ARE THE SUBVERSIVES?

Introduction:

The issue of subversion and who are subversives is examined in this activity in response to questions and causes regarding the enormity of political repression in the world, the increases in terrorism, and the ever pervasive conflicts, which infiltrate the networks of diverse power structures internally and externally.

Objectives:

1. Students will examine perceptions and preconceived notions dealing with who are subversives, social deviants, and political dissidents.
2. Students will expand their awareness of different definitions and perceptions with regard to groups, individuals, and activities labeled subversive.

Grade Level: 7-12

Time: One to two class periods

Materials: Handout #36, "Checklist"
Handout #37, "To Be or Not To Be a Subversive"

Procedure:

1. Ask students what they think the word "subversive" means. List the ideas on the blackboard. Do the same for the words "social deviant" and "political dissident." Compare ideas with dictionary definitions and discuss. Dictionary definitions are from American Heritage Dictionary.

   subversive: one who advocates subversive means; to destroy or ruin; to undermine the character, moral or allegiance, to corrupt; to overthrow completely.

   social deviant: differing from a norm or accepted standard

   political dissident: publicly or violently disagreeing

2. Ask students to look at how the three terms may relate. Mention that groups and individuals are labeled subversive if they question or wish to make changes in the existing power structure. Different

labels are used according to point of view. Subversive is often viewed as a harsher term than political dissident. For instance, the Soviet Union as labeled Alexandre Solszenitzen (a Soviet citizen) a subversive and exiled him as a traitor. The U.S., however has labeled him a political dissident; he is viewed as heroic for his publicly known dissension with Soviet policies.

3. Hand out checklist (Handout #37). After students fill out the checklist ask the class to compare and discuss who was checked as subversive and why. Examine how perceptions are formed and how they color our thinking. Ask what agents help people develop their judgments on who is a subversive (media, governments, schools, parents, etc.).

4. Distribute Handout #38. Have the class tally how many students checked yes or no for each statement. Tell students who made the statement after discussing each one. There are, of course, no right or wrong answers as to whether these people are subversive or not--it is a matter of perception.

5. Break students into groups or discuss as a class circumstances when subversion may be justified. Brainstorm the possible causes or reasons for subversion; list on chalkboard. How does subversive activity relate to violations in human rights?

6. Ask students if they think in some cases a government may be the subversive. Are there instances in which a government is corruptive and undermines the freedoms and human rights of the people? Discuss

7. Ask students if their assumptions about what a subversive is have changed. If so, how have they changed and why? Ask the class if they feel a new definition for subversive should be written, or the existing one altered. If they do, write a new definition as a class, or have students write their own definition individually.

Follow-Up:

1. Show the picture "The Scream" by Edvard Munch to the class. Ask students who are familiar with the artist and the title of the work to refrain from comment on the title. Ask students to react to the picture and list their reactions on the board. What emotions does the picture arouse? What does the picture represent? Ask students to suggest titles for the picture (then give the title, "The Scream"). Ask students if they can guess when the picture was painted and explain why they chose that particular date. (The artist painted "The Scream" in 1895 and many feel it was an indicator of the times to come; the profound changes brought about by the industrial revolution, the nightmare warfare of world war, and the horrors of the Nazi concentration camps.)

2. Hand out copies of "The Hangman" by Maurice Ogden, (Regina Publications, 3511 Blanch Avenue, Garden Grove, CA). Ask students to discuss the meaning of the poem. Who could the Hangman represent? Ask students to correlate their understanding of what is a subversive and what creates a subversive to the poem. Ask students if we have any responsibility in standing up for the rights of fellow human beings.

3. Have students write a paper entitled, "One Day in the Life of a Subversive," in which they discuss circumstances which would force them into fighting the tools of repression or just prompt action on their parts to promote a change in the power structure and thus become a subversive.

Debbie Von Vihl

Answers:

1. Machiavelli, exiled as a subversive by the Borgias, Renaissance Italy
2. Madame Nadu, follower of Mahatma Gandhi in his Independence Movement
3. Villagers of Monimbo, open letter to Archbishop Bravo, 1978 (after bloody masacre of Monimbo vilagers by Somoza's national guard in Nicaragua)
4. Thomas Jefferson, in Declaration of Independence
5. Chief Luthuli, Zulu tribal chief in South Africa, won Nobel Peace Prize in 1960, afterward confined by government to a ranch, suspicious circumstances surrounding his death.
6. Lenin
7. Ronald Reagan
8. Malcolm X
9. Abraham Lincoln
10. Sandino, in 1927, a Nicaraguan revolutionary

BASIC HUMAN NEEDS

Title: MY KINGDOM FOR A CAR

Introduction:

Cars are often perceived as absolute necessities in many societies as well as significant symbols of status. A person's feeling of freedom and independence is often governed by one's accessibility to a car. A person's sophistication, class, maturity, adventurism, finesse, frugality, or frivolity--even one's sex appeal--can be judged by the car one drives. In this activity, students will explore the many roles assigned to the automobile. and explore their own perceptions as to the importance of the car in their lives, in their society, and in the world.

Objectives:

1. appraise the importance of the car in life, society, and the world
2. examine the differing perceptions in regard to the varying roles assigned to the car
3. distinguish reasons why the importance of the automobile may alter from place to place
4. explore the advantages and disadvantages of the automobile
5. analyze the part advertising plays in shaping perceptions of the automobile
6. look at the impact of the automobile in present and past society

Grade Level: 6-12

Time: One class period

Materials: Handout #38, "My Kingdom for a Car"
Pictures of various automobiles
Pictures of various people
Recording of "My Kingdom for a Car"

Procedure:

1. Have students match up the picures of cars with the pictures of people. Stress that they are to try to make the most suitable match possible. Have students discuss their choices. The class could take a vote or try to reach a consensus on a number of the matches.

2. On the board, list the things students brainstorm as reasons why particular matches were made. Did students match the girl with pigtails with the Pinto? Was there a match of the Rolls Royce with the dignified gentleman with graying hair? Did the woman wearing tight jeans and sweater look as if she sould climb into a racy red flamed Trans Am? What about Suzie Homemaker driving the kids to McDonalds in a Rabbit; Ricardo Montalban suavely sliding into the plush seat of a Monte Carlo; or the playboy who loves adventure of all kinds roaring off in a Porsche?

   If the picture matches portrayed stereotypes, why? What is the role of advertisements? How are our views shaped by the media? What movies made the car the leading star? What are the social and economic roles of the car?

3. Distribute Handout #38 and play the recording of Phil Ochs singing "My Kingdom for a Car."

4. Discuss the role of the car to teenagers in the United States in the late 1950s and early 1960s--the time period when the song was written and recorded. Have students analyze any changes in the role of the car socially to teenagers today. Have students examine over-all changes in American society in regard to the car. What were the agents of change? What are the advantages and disadvantages of the automobile?

5. Have student's discuss the impact of the car on American society as well as the world. Give students a short written assignment discussing the affect on society, the world, and their own personal lives if all cars were to suddenly vanish from the face of the earth. Would the disappearance of the car affect some societies more than others? Why?

6. You may wish to skip #5 above and have students actually experience what it would be like to do without a car. Choose a specific day when students must come to school and get home from school some other way than a motor vehicle. It is recommended that a letter be sent home to parents ahead of this activity. How dependent on a car or motor vehicle are they as individuals? How inconvenienced were they for that one day? How dependent on a car is our society? How would the American life style change if we could no longer depend on the car? How important is the car in other nations? Students could

gather information about the use of motor vehicles in other nations such as the People's Republic of China, Saudi Arabia, India, and Germany; and then compare perceptions, attitudes, cost, and usage.

Follow-Up:

With some Americans nearly worshipping the car, an interesting comparison can be made by using the reading "The Sacred Rac" which projects the car into a role similar to that of the "sacred cow" of India, only the role is a far more destructive and deadly one than that of the "sacred cow." The reading is available in the unit entitled Cultural Awareness, available through CTIR.

Title: HOW HAVE YOU HELPED?

Introduction:

"Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food, clothing, housing, and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control" (Article 25, United Nations Universal Declaration of Human Rights.).

Basic human needs vary according to climate, geography, access to resources, cultural and social traditions, stages of life, and time. This activity is designed to introduce the concept of basic human needs to students.

Objectives:

1. Students will be able to define human needs.
2. Students will recognize that human needs are common to all people.
3. Students will recognize differences in meeting basic human needs.

Grade Level: 1-4

Time: One to three class periods

Materials: Pencil and paper

Procedure:

1. Have students list on their own sheet of paper all the things they think are basic human needs.
2. List on board the needs common on all lists.
3. Compare with Article 25 of the U.N. Universal Declaration of Human Rights which details the minimal human needs.

4. Discuss why these needs were chosen. Why did you leave out some ideas included in the Declaration? Do we all have the same human needs? Do we provide them in the same way? Why or why not? How are they provided? What are the factors which influence how needs are met (listed in introduction)?

5. Have list of needs on board (or displayed on posters around the room): food, clothing, housing (shelter), medical care (health), security.

6. Have students write down, tell, or draw a picture of how they have helped supply someone else's need.

7. Prepare pictures of people from many cultures.

8. Have students identify how needs are being met.

9. How and why are the needs being met in a different manner than those of the student?

10. Have students identify any needs not being adequately met.

11. How could that need be provided by the student, the community, the nation, and the world?

Debriefing:

1. What are the basic human needs?

2. Give an example of how a need can be met in a number of different ways.

3. What factors may determine why it must be met in a different way?

4. What can be done to meet basic needs on individual, local, national, and global levels?

Follow-Up:

Make collage posters for each basic need.

Violet Feurtado

Title: WORLD NUTRITION

Introduction:

The foods used to provide basic nutritional needs vary dramatically from culture to culture. The same nutrients may be contained in foods which are substantially different in ingredients, taste, and appearance. There are also differences among societies in the extent to which individuals are properly fed. Hundreds of millions of people throughout the world--particularly, but not exclusively, the people of the developing nations--do not have access to adequate nutrition. This activity addresses the nutritional requirements of all people, illustrates the diverse ways in which such needs are met, and asks students to think about obstacles that people and societies face in obtaining a proper diet.

Objectives:

1. Students will understand what comprises a "balanced diet."
2. Students will learn that a balanced diet can be obtained with a wide variety of foods from different parts of the world.
3. Students will gain a sense of the nutritional constraints faced by poor people throughout the world.

Grade Level: 7-12

Time: One to two class periods

Materials: Handout #39, "Build on the Basics: A Menu Planner"
Handout #40, "Five-Day Menu"
Handout #41, "Recipes Around the World"

Procedure:

1. Give each student Handouts #39 and #40. Explain the basic food groups and the servings required for a balanced, adequate diet. Ask the students to develop a balanced diet for a five-day period.
2. Give each student Handout #41, which lists the ingredients found in foods of developing nations and the nutritional content of one serving of that food. Ask students to develop a basic menu (for a complete day) using foods from countries around the world (those listed on the handout as well as others they may know of).

3. Compare the two menus developed.

4. Ask students to compare the nutrients in foods from around the world to foods sold in the U.S. which list nutritional information on the label--cereals, milk, frozen foods, etc.

5. Ask students to cross out one food from each meal in the menu developed in Step 2. Is there adequate nutrition?

Debriefing:

1. Develop and compare the reasons for malnutrition. Introduce the concepts of scarcity and distribution. Is there not enough food, or is the problem one of distributing food more fairly? How should the world deal with malnutrition in light of these concepts?

2. How does the diet of the poor in the U.S. compare with the diet of the poor in the developing nations?

3. How much "nutrition per calorie" do some of the foods have?

Follow-Up:

1. Have students compare Handouts #39 and #41 with the recommended calorie intake. Use the calorie chart from CTIR's publication "Teaching About Food and Hunger."

2. Cook some of the recipes found in the pamphlet Recipes for a World Harvest, Oxfam, Incorporated, 1978, Boston, MA.

Adapted from an activity by Veneta Greene

Title: SOUP'S ON!

Introduction:

The world's people are interdependent locally, nationally, and internationally. This activity incorporates the skills of analysis to help primary grades conceptualize interdependence as it applies to the food we eat.

Objectives:

The student will be able to:

1. develop the concept of interdependence.
2. analyze the various people and processes involved in supplying and preparing the food we eat.

Grade Level: K-3

Time: One to three days

Materials: Old magazines
Scissors
Paste

Procedure:

1. Discuss concept of dependency. Ask students to think of all the things that other people do for them, i.e., parents cook dinner, or drive them places; teachers help them learn new things; friends play with them, and so forth.
2. Ask students who have kittens or puppies, what was the first food their pets ate after they were born. Discuss that many babies, human and animal, get their first food by nursing from their mothers' breasts or sometimes from a bottle. Babies depend on their mothers for milk. Discuss the idea that they now depend on several people for food.
3. As a group, have the students remember what foods they ate during their last two meals. List the foods on the board.
4. Have the students identify all the foods that come from plants. In the case of meats and dairy products, discuss what foods the animals need in order to live and grow.

5. Brainstorm all the people involved in growing, harvesting, processing, packaging, transporting, shelving, and selling the foods that come from plants. Mention farmers, people who make the farm tools and machinery, truck drivers, factory workers, and grocers. Have students find pictures in old magazines of the people and things they depend on for the food they eat. Students can make individual, group, or class collages of the items.

6. Discuss the many people involved who prepare the food we eat. Take a field trip through the school kitchen. Have the cooks describe their individual tasks and duties involved in preparing lunch each day. Take note of the mechanized dishwashers, electric mixers, garbage disposals, and ovens needed in the kitchen. Have students draw a diagram of the school kitchen. Ask them to draw a diagram of their kitchens at home. Compare the diagrams.

   Are there things that the school and the home kitchens both have?
   How are the kitchens different?
   What does the school kitchen need that a home kitchen does not?

Follow-Up:

1. Compare the methods of preparing food in various cultures. Illustrate how people in various lands grow food, e.g., slash and burn agriculture; by hand with tools; with farm machinery.

   Which methods are the best?
   Can you hypothesize as to why different methods are used in different areas?

2. Compare cooking in a modern kitchen to cooking over an open fire in a teepee or baking in a dirt oven.

Title: ME? EAT OIL? ARE YOU KIDDING?

Introduction:

"What you eat may be, physiologically speaking, all sorts of different foods; economically speaking, you eat mainly oil" (E.F. Schumacker, Good Work).

Schumacker's statement is put in perspective in this activity, as students compare the gas used to run their automobiles with the amount of energy used in food preparation. To evaluate the activity, students respond to their critics who think they have an answer to energy conservation: ban high school drivers.

Objectives:

The student will be able to:

1. calculate the amount of oil (or equivalent fossil fuels) consumed by the family in food preparation in one year.
2. calculate the amount of gas consumed by the family automobile in one year.
3. hypothesize energy-intensive activities related to food preparation.
4. manipulate statistical data.

Grade Level: 7-12

Time: One class period

Materials: Handout #42, "Data Sheet"
Handout #43, "Newspaper Articles"
Graph paper

Procedure:

1. Duplicate and distribute (or write on the board) the following excerpt:

   "According to the Citizen's Energy Project, a consumer education group in Washington, DC, the average man, woman, and child in the United States requires nearly 500 gallons of oil (or equivalent fossil fuels) every year to keep the meat and potatoes, canned vegetables, and soda pop flowing." (Alex Jack, "Save Gas, Eat Grain." East West Journal, November, 1979)

2. Ask students to figure how many gallons of oil (or equivalent fossil fuels) their families consume per year for food. (Multiply 500 gallons of oil by the number of people in each family.)

3. If students have been driving a year, ask them how many miles they drove last year. For more reliable data and if students are non-drivers, they should ask their parents the average number of miles accumulated during one year. Use the following formula:

   500 Gallons of Gas
   10,000 miles per year
   20 miles per gallon (average family auto)

4. Have students compare the food figures with their automobile data.

   Which is larger?
   Are you surprised to discover that more energy is consumed eating than driving an automobile?
   Hypothesize reasons for this discrepancy.
   Why is so much energy needed to put food on our tables?

   Have students list every activity involving food preparation that they think is energy consumptive.

5. When their list is exhausted, distribute the data sheet to students. Energy consumptive activities related to food preparation are itemized. Did students think of all energy consumptive activities?

HANDOUTS

EQUALITY/INEQUALITY
EVALUATION MEASUREMENT

Handout #1

Teacher should ask questions and tape answers for very young students.

1. What does the word "equal" mean?

2. Is "inequality" of people

   a. a law
   b. a rule
   c. a political decision
   d. a way people are treated
   e. something governments do

3. Do all people have "equal" chances/opportunities? How do you know?

4. Are you better than the rest of the students in this class? How do you think you are or are not?

5. Answer yes or no if you think the world is

   a. fair
   b. bad
   c. good
   d. slow
   e. rich
   f. poor
   g. friendly
   h. not friendly
   i. confusing
   j. different
   k. angry

Handout #2
Page 1 of 4

COUNTRY CARDS

You are born into
Country A

3 rolls of the die

You are born into
Country A

3 rolls of the die

You are born into
Country C

2 rolls of the die

You are born into
Country C

2 rolls of the die

You are born into
Country C

2 rolls of the die

You are born into
Country C

2 rolls of the die

You are born into
Country B

2 rolls of the die

You are born into
Country B

2 rolls of the die

Handout #2

You are born into Country D 1 roll of the die	You are born into Country D 1 roll of the die
You are born into Country D 1 roll of the die	You are born into Country D 1 roll of the die
You are born into Country D 1 roll of the die	You are born into Country D 1 roll of the die
You are born into Country B 2 rolls of the die	SORRY! You are born into Country D but due to lack of medical care you have just died of typhoid 0 rolls of the die

You are born into
Country D

1 roll of the die

You are born into
Country D

1 roll of the die

You are born into
Country E

1 roll of the die

You are born into
Country E

1 roll of the die

You are born into
Country E

1 roll of the die

You are born into
Country E

1 roll of the die

You are born into
Country D

1 roll of the die

SORRY!
You are born into
Country E
but you have just
died of malnutrition

0 rolls of the die

Handout #2
Page 4 of 4

You are born into Country E 1 roll of the die	You are born into Country E 1 roll of the die
You are born into Country E 1 roll of the die	You are born into Country E 1 roll of the die
You are born into Country E 1 roll of the die	You are born into Country E 1 roll of the die
You are born into Country E 1 roll of the die	You are born into Country E 1 roll of the die

WEALTH GRID

Handout #3

A	$7000	$6000	$5000	$4000	$3000	$1500
B	$5000	$4000	$3500	$2500	$1500	$ 900
C	$2000	$1200	$1000	$ 900	$ 600	$ 300
D	$1000	$ 800	$ 600	$ 400	$ 200	$ 80
E	$ 70	$ 60	$ 50	$ 40	$ 30	$ 20
Die Roll	6	5	4	3	2	1

BASIC NEEDS CHOICE CHART

Handout #4

	MOBILITY	
Car $1000	Bus $500	Bike $10
	LUXURY	
Invest in Real Estate $1000	Go to Movies $800	Tourist takes your Picture +$1
	FOOD	
Expensive Restaurants $1000	3 Plain Meals $500	1 Meal a Day $50
	HOUSING	
Mansion $3000	2-Bedroom $1500	Shack $100
	OPPORTUNITY	
Ivy League Schools $10,000	Community Tech Schools $5000	2 Years Primary School $50
	POLITICAL INFLUENCE	
Die roll 5 or 6 $500/plate dinner or your candidate	Die roll 3 or 4 Active Party Member $100	Die roll 1 or 2 Acquiescent Voter $20

CRANIAL INDEX CHART

Handout #5

Student Name	Head Size Vertical	multiply	Head Size Horizontal	multiply	equals	Cranial Index
		X		X	=	

SUPERCRON TEST

Handout #6

1. HISTORY: Name the first president of the United States.

   ____

2. LITERATURE: Name the author of The Grapes of Wrath, Cannery Row, The Wayward Bus, and John Steinbeck, An Autobiography.

   ____

3. GEOGRAPHY: Name any one of the Great Lakes.

   ____

4. LANGUAGES: Which language is spoken by the majority of the people in Spain?

   ____

5. MEDIA: What popular breed of dog was Lassie?

   ____

MICRON TEST

Handout #7

1. HISTORY: How many pitches did Don Larsen throw in the only perfect game in the history of the world series?

____

2. LITERATURE: What was the name of Alice's cat in The Adventures of Alice in Wonderland?

____

3. GEOGRAPHY: Name the hill on which the Battle of Bunker Hill was fought in 1775.

____

4. LANGUAGES: Translate the phrase "kemo sabe" into English.

____

5. MEDIA: Which well-known TV personality played the role of Clarabelle on the Howdy Doody Show?

____

GROUP 1 TEST

Handout #8

1. _____ and _____ _____ _____ the _____ to _____ a _____ _____ _____.

2. _____ _____, _____ _____, _____ _____ _____ _____?
_____ _____ to _____ to _____ the _____.

3. _____ _____ _____ _____ _____ a _____ _____ _____ _____ and _____.

4. _____ _____ _____ _____ _____ _____ _____, the _____ in the _____
the _____ in the _____.

5. A _____, a _____, a _____ _____ _____. _____ _____ _____ _____ so
_____?

GROUP 2 TEST

Handout #9

1. _____ _____ _____ _____ _____ _____ hill _____ _____ _____ _____
_____ water.

2. _____ _____, _____ _____, _____ _____ _____ been? _____ _____
_____ _____ _____ _____ _____ Queen.

3. _____ _____ _____ _____ _____ _____ tuffet _____ _____ _____ _____
whey.

4. _____ _____ _____ _____ _____ _____ horn _____ _____ _____ _____
_____ _____ _____ _____ _____ corn.

5. _____ _____, _____ _____, _____ _____ _____ scholar _____ _____
_____ _____ _____ late?

GROUP 3 TEST

Handout #10

1. Jack and Jill ____

____

2. Pussy cat ____

____

3. Little Boy ____

____

4. Little Miss ____

____

5. A dillar ____

____

72

72

GROUP 4 TEST

Handout #11

1. Jack and _____ went _____ _____ hill to _____ a _____ of _____.

2. _____ cat, _____ cat, _____ have _____ been? _____ been _____
London _____ visit _____ Queen.

3. Little _____ _____ sat on _____ _____ eating _____ _____ and _____.

4. Little _____ _____ come _____ _____ horn, the _____ _____ the _____
the _____ _____ the _____.

5. A _____ _____ dollar _____ _____ o'clock _____ wat _____ _____
sleep _____ _____.

GROUP 5 TEST

Handout #12

1. _____ and Jill went _____ the _____ to fetch a _____ of water.

2. Pussy cat, pussy _____, _____ have you been? _____ been to London to _____ the Queen.

3. _____ Miss Muffet _____ on a tuffet, eating her curds _____ whey.

4. Little _____ Blue come blow your _____, the _____ in the meadow, the _____ in the corn.

5. _____ dillar, _____ dollar, _____ ten o'clock scholar, _____ makes you sleep so _____?

74

GROUP 6 TEST

Handout #13

1. Jack and Jill went up the _____ to fetch a pail of _____.

2. Pussy cat, _____ _____, where have you been? I've been to London to visit the _____.

3. Little _____ Muffet sat on a tuffet, _____ her curds and whey.

4. Little Boy _____ come _____ your horn, the sheep's _____ the meadow, the cow's _____ the corn.

5. A dillar, a dollar, a ten _____ scholar. What makes _____ sleep so late?

CRANIUMVILLE

Once upon a time there was a town called Craniumville. In this town, people were divided into two very distinct groups. These groups were separated on the basis of their brain size as measured by the sacred cranium index tape. The Supercrons had superior cranium indexes while the Microns had minimal cranium indexes. The Supercrons considered the Microns inferior.

As time went on, the Microns were gradually pushed farther and farther away from the mainstream of Craniumville. Microns were forced to attend separate schools, they had to live in separate neighborhoods, eat at separate restaurants, and shop at separate stores. Soon the quality of the Microns' facilities began to diminish. The Craniumville town council, which was controlled by the Supercrons, gave less and less money to Micron projects. As the Micron communities deteriorated, the Supercrons just shook their heads and said, "See, all those Microns are inferior. Look at them! They live like pigs. Not only are they dirty, they are lazy. Look at them all hanging around in the streets. They should be out working." Of course, none of the Supercrons would hire a Micron. Everyone knew they were dirty and lazy, not to mention very dumb. Just to avoid confusion, the Supercrons passed a law that ordered all Micron babies to be tattoed at birth.

Craniumville had one institution of higher learning, the Brain School. Graduates of the Brain School were assured the best positions and opportunities. In order to get accepted, one had to take an exam. Supercrons and Microns were given different tests. The school committee wanted to make sure that as few Microns as possible went to the Brain School.

This split in Craniumville lasted for hundreds of years. Then one day, Libby Kneejerk, a Supercron politician, began to speak out on the Micron problem. She believed that not all Microns were inferior, and that perhaps the set-up in Craniumville created the inferiority. After a great deal of debate, it was decided that the one place to try and correct this problem was with the Brain School entrance exam.

From now on, there would be separate tests for each cranium index level. These tests would range from difficult to very easy. The lower the index, the easier the test. By rearranging the test, Microns had a much better chance of going to the Brain School. Unfortunately, most Supercrons were given impossible tests and were denied entrance at the Brain School.

Within twenty years, the Microns had been expertly trained, but they were still excluded from the mainstream of Craniumville.

Needless to say, a revolution followed, as the Supercrons were no longer capable of protecting their privileges. This Craniumville coup d'etat put the Microns in power. For hundreds of years the Supercrons were segregated and excluded from the same opportunities as the Microns had.

Finally, Micron Libby Kneejerk, VIII, an astute historian, began to speak out on the issue. She realized, with the critical energy situation, Craniumville needed all of its brainpower, not just Micron brain power.

Determined not to repeat the past, Libby suggested the Brain School entrance exam be re-evaluated. "There simply must be a better way to distribute our resources than by the Brain School. Solving inequality by inequality creates more inequality. Or to put it another way, a biased Brain School creates more B.S. cronies than one Craniumville can hold."

TESTIMONY OF REBECCA MARTINEZ
THE WHITE HOUSE CONFERENCE ON FAMILIES
October 26, 1979

Handout #14
Page 1 of 4

My name is Rebecca Martinez. I am a member of Emily Griffith Opportunity School Kitchen Classes and was asked to speak as a representative for the 250 low-income families in the program. Most of us have several small children; some are receiving welfare, food stamps, and supplemental foods and some are low-income families that are just barely making enough to not qualify for stamps or supplemental foods.

First I want to read a statement from one of the class that tells the story of the low-income family on welfare and living in public housing. She says:

> We have a real problem with supplemental foods. Many of the people here at the project throw the eggs and milk in the trash because they keep getting it and don't know what to do with it. I think you can turn down what you don't want, but this fact isn't well publicized. What everybody knows is that they can't sell the commodities or give them away or they will be prosecuted. Even though I use powdered milk and cook with it, three 4-pound boxes a month are just too much for me to use up. There is a family across from me--the kids are older than five--so they can't get milk, but they really need it and want it. I am afraid to give any of mine to them. When you stand in the line to get the supplemental food, everybody is rushed, all the people in line behind you just want you to hurry up and get out of the way, so even if you want to refuse something or just ask a question, you don't--you don't CAUSE TROUBLE. It's just easier to take the stuff and then throw it away when you get home.
>
> Then a lot of people are afraid that if they refuse something, someone will look over their records and say 'Well, we see you don't want this and this--you must be doing okay. Maybe you don't need any supplemental food at all.' Some of my friends are afraid they'll be discontinued if they start refusing things, so they just go on and take them, and then throw away what they can't use.
>
> And another thing, some of the food comes in such large quantities, like the milk. You know we have a problem with cockroaches here. Even if you are clean--I try to be--but it's impossible to keep them out because somebody else sprays or somebody else is dirty and they start all over

> again at my place. They get into the powdered milk, they get into the eggs. Yesterday I was cleaning and found they had gotten into the egg packet.
>
> You know this is the first time anybody ever asked me abut what I wanted and what I needed. Always before they just told us, I'm glad maybe now somebody might listen.

My own story is very typical of many who are making just enough to not qualify for stamps or supplemental foods. My husband is a seasonal construction worker. We have two sons: Sam, five and John, two.

Something happened the first of this year that changed the life of me and my family. My husband got a raise. Now it wasn't a very big raise, but overnight we became suddenly rich in the eyes of the Welfare Administration. Before Christmas we got help with medical bills and I got supplemental food for the children. Then, just two weeks later we got nothing. All of a sudden, just because of a little raise, we were supposed to be able to handle all our debts.

Right after the first of the year the baby got sick with a high fever which I couldn't bring down; he got dehydrated and had to go to the hospital. For that three-day stay, his bill came to about $1,000 and we had no insurance. Then four months later our other son had to have four teeth capped. The dental bill was about $500. So, since the first of Janaury, we have been faced with $1,500 in medical bills which we are trying to pay off, but there is just so much we can do.

My husband operates a backhoe. Sometimes he has to go up to Genese in the morning and then drive to another location in the afternoon. There is no way he can take the bus to work because buses just don't go where his jobs are. To keep his job he has to have a car. We have an old car. It's paid off, but right now the engine has to be rebuilt because we can't afford a new one, and we have to come up with cash for that. Just buying gas to get him to and from work takes about one-third of the money he makes each week. But when we tried to get food stamps, our car expense wasn't counted. "He can take a bus," the caseworker said.

Two years ago my husband was laid off. During the lay-off we got behind in our rent, and we are still trying to catch up. Sometimes it seems like everything is against us and we just can't win. We are doing our best to get along without help. My husband has his pride and I do too. I'd just as soon get along without anything, but when we got supplemental food that helped so much. We lived on those little tins of canned meat. But after the first of the year, we lost that too. Thank goodness I was able to stock up on dry milk. I came to rely on that and the powdered eggs that I learned to use in Kitchen Class. Even now I depend on them. Sometimes I feel so bad, so guilty. Once in awhile, even though groceries usually come first, the kids might need something like winter coats, so that has to come before food. I know from Kitchen Class how important it is my kids have juice every day, but at the moment my money goes just so far. Meat and milk have to come before juice. What can I do? Coats first, then meat, then milk, then juice, if there is anything left over.

Maybe you wonder how, on this really limited budget, I manage. Well, I will tell you. We don't go out to eat--ever. We can't afford to. If we want pudding, I make it because I can't afford to buy the mix. I bake all our bread and if we want pie, I make it. I make the kids' pants. I went to free class at Emily Griffith Opportunity School where I learned to make T-shirts. I taught myself to put in a zipper. I go to sales and get cloth that's 75 cents on sale reduced even further, so I can make a pair of pants for 25 cents. If I didn't sew, the children would have no new clothes. We pass down clothes and I go to Goodwill. That's where their winter coats and shirts come from. I don't mean to complain about Goodwill clothes, but sometimes it is nice to have somethng new.

Everybody's talking about inflation and the grocery store prices. I *never* go to the store without my list and I make a plan for the week. We get meat at the evening meal only, and it's either one-half pound of hamburger or two or three times a week I make a casserole with a 67-cent can of generic tuna. We use lots of macaroni products and potatoes because we have to. I use leftovers from the night before for John's lunch.

Well, maybe you wonder why I don't go to work. I think I could get an office job and make maybe $700 or $800 a month. I checked into it right after John was born. To leave him with a licensed sitter was $40 a week and care for Sammy was $35 (I couldn't find a day care center that would take children under 2-1/2). Then transportation would be a cost. I would either have to ride the bus or take my husband to work, and this would cost a lot in gas. I would have to have clothes. Right now I have nothing good enough to work in an office. The little bit I would earn after all my expenses wouldn't be enough to compensate me to be away from my children. I just can't afford to go to work right now.

I was really afraid to come up here in front of you, but I knew someone needed to tell you these things who really knew how it was. My husband and I are proud he got his raise, even if it meant being put in another bracket, but I have to tell you too--it hurts pretty bad when being in that bracket keeps us from having juice for our children.

Here is what I'd like the White House Conference to talk about:

> Look at ways the family can be helped to leave the welfare system but still not have such a drastic point where a few dollars pay loses so many benefits. It's wrong just because someone gets a little raise to treat them like they have become rich or independent overnight.

We all want the Conference to study the way the supplemental foods are given out. We feel lots of waste could be eliminated and lots more kids helped without costing more money.

> Let folks take only what they can use without feeling they would be criticized.
>
> Make the packages smaller and of a material that would resist roaches.
>
> Make a new eligibility scale that would still allow children over five to get some dried mik and any other foods that were in good supply. The older ones eat and drink so much more than the little ones, and they all are hungry when they get home from school.

If these changes could happen, there wouldn't be good food in trash cans--it would be in kids' bellies where it really needs to be.

DEBRIEFING QUESTIONS

Handout #15

Directions: After reading Rebecca Martinez' testimony for the White House Conference on Families, please answer the following questions.

1. What is the inequality in this situation? (In other words, define the problem.)
2. Why is there this inequality?
3. Should government or society intervene to correct the situation? Explain.
4. Can you think of anything you can do individually to affect the situation? Explain.
5. Write down as many policy options as you can think of, that address the inequality.
6. Examine each policy option and write down whose rights would be affected by each policy option.
7. Decide which policy solution you would support and why you would support it.

NATIONAL SECURITY ASSUMPTIONS WORKSHEET

Handout #16
Page 1 of 2

The people who believe national security depends on increasing military spending, and those who think disarmament (getting rid of all weapons) is the answer, base their ideas on some assumptions or beliefs.

Read the following assumptions. If you think it is believed by someone who wants to increase military spending, circle M. If you think it is believed by someone who wants disarmament, circle D.

1. The enemy is aggressive, willing to use force, wants to expand its borders. M D
2. The enemy are people just like us who want peace. M D
3. Since no one has been killed in a nuclear war since 1945, deterrence (ability to threaten the enemy with military power so it won't use its own) does work. M D
4. The leaders of the enemy country are madmen. M. D
5. Diplomacy (talking to the enemy) works to solve problems between countries. M D
6. War and violence are bad and never make sense. M D
7. We will only use weapons to defend our country and that's all right. M D
8. We owe our allies (friendly countries) a strong back-up. M D
9. Our country must be a world policeman. M D
10. An arms race will finally cause a war. M D
11. The arms we have now are almost ineffectual (won't work to protect the country). M D
12. We can't prove the enemy will "disarm," even if they say they will. M D
13. The money spent on military goods could be better spent on education, providing human needs, and jobs. M D
14. Joining the military is a useful way to serve our country. M D

Handout #16
Page 2 of 2

15. Our leaders will make the right decisions quickly if the enemy attacks, or threatens to attack us. M D

16. Our country should have the good opinion of, and good relationships with, the rest of the world. M D

17. Our country is considered weak by the enemy. M D

18. The military creates a group of people who blindly follow orders and believe violence can solve problems. M D

19. The military community distorts the enemy's power so it can get more money. M D

20. The weapons we have right now can kill everyone fourteen times. M D

U.S. DEVELOPMENT ASSISTANCE BUDGET COMPARED TO OTHER DEVELOPED COUNTRIES

Handout #17

Order of Official Development Assistance Ranks as % of GNP

	% of Donor GNP	Projected % of GNP	
	1979	1982	1985
Italy	.09	.10	.11
New Zealand	.30	.30	.30
United Kingdom	.52	.45	.38
Finland	.21	.24	.28
Austria	.19	.27	.30
Japan	.26	.28	.30
Australia	.52	.50	.51
France	.59	.59	.60
Netherlands	.93	.96	.99
Belgium	.56	.61	.67
Canada	.47	.45	.44
Norway	.93	.97	1.00
West Germany	.44	.44	.46
United States	.19	.22	.22
Denmark	.75	.70	.70
Sweden	.94	.95	.95
Switzerland	.21	.26	.28

World Development Report (Washington, DC): International Bank for Reconstruction and Development/The World Bank, 1980) p. 140.

Handout #18

LARGEST RECIPIENTS OF U.S. OFFICIAL DEVELOPMENT ASSISTANCE

in $ Millions

Countries	1971	Total Since 1949
1. Vietnam	1,913	5,394
2. India	576	8,607
3. Indonesia	444	1,249
4. Korea	177	5,137
5. Brazil	123	2,366
6. Pakistan	107	3,879
7. Colombia	98	1,079
8. Turkey	83	2,639
9. Cambodia	77	331
10. Israel	56	1,034
11. Other Country and Regional Programs	928	24,803
12. Multilateral and Nonregional	573	8,437
Total ODA	3,434	65,955

Source: Adapted from Office of Statistics and Reports, U.S. Agency for International Development, U.S. Overseas Loans and Grants, May 1972.

Reprinted from The United States and the Developing World: Agenda for Action (Washington, DC: Overseas Development Council, 1973) p. 160.

Handout #19

U.S. GOODS PURCHASED WITH AID FUNDS IN 1971

in $ Millions

Raw Materials and Semi-Finished Products	391
Iron and Steel Mill Products	(145)
Non-ferrous Metals	(55)
Chemicals	(128)
Pulp and Paper	(28)
Textiles	(28)
Fertilizers	44
Foodstuffs	48
Petroleum and Products	22
Machinery and Transportation Equipment	369
Motor Vehicles and Parts	(90)
Electrical Machinery and Appliances	(62)
Miscellaneous Industrial Machinery	(58)
Construction, Mining, and Conveying Equipment	(49)
Engines and Turbines	(32)
Tractors and Agricultural Equipment	(30)
Railroad Equipment	(20)
Other Machinery and Equipment	(28)
Other Commodities	91
Miscellaneous Commodities and Barter	(31)
Miscellaneous Metal Manufactures	(17)
Scientific Equipment	(13)
Rubber and Products	(10)

Source: Adapted from U.S. Agency for International Development Operations Report, FY 1972, p. 8.

Reprinted from The United States and the Developing World: Agenda for Action, Robert E. Hunter, ed. (Washington, DC: Overseas Development Council), p. 150.

Handout #20

COMMITMENT TO THIRD WORLD DEVELOPMENT

[This statement is taken from a speech by Secretary of State Cyrus Vance and published by the U.S. State Department, Bureau of Public Affairs.]

Why the development of Third World countries matters to us . . . .

At least one-half billion people regularly go hungry in a world of plenty. Americans have long recongized this challenge. Our humanitarian commitment is reinforced by the recognition that it also serves our national self-interest to assist the process of equitable growth within the developing nations. We need to help shape an international economic system which will support and stimulate that growth.

The participation of the developing countries is also essential to solving pressing global problems that will shape the character of our future. We all recognize that the developing countries themselves have the major burden for responding to these challenges. The industrial countries, however, can play a crucial role in assisting their efforts.

The U.S. approach to Third World development is based on four principles:

- We are committed to supporting strong and equitable growth in the developing nations. This requires facilitating adjustment in our own economy in ways which will support economic growth.
- We are committed to policies giving Third World nations an appropriate voice in decisions that affect them.
- We remain committed to increasing transfers of resources from richer to poorer nations.
- The destination--the goal we all share--is to find practical ways to have an appreciable impact on the lives of people around the world and especially on the lives of those for whom daily survival is an unanswered question.

We envision an international economic system which is not rigidly divided into northern and southern blocs. We seek a global community which furthers the well-being of all countries, in which all recognize responsibilities of each to the others, in which the richer help the poorer, and in which every nation dedicates itself to economic justice, as well as economic growth.

Comparative World Issues for Grades 1-12

COUNTRY CARDS

Handout #21
Page 1 of 2

COUNTRY D

500 Chits per Round

You cannot receive AID
unless you spend 25 to get it

COUNTRY E

100 Chits per Round

You cannot receive AID
unless you spend 25 to get it

COUNTRY D

500 Chits per Round

You cannot receive AID
unless you spend 25 to get it

COUNTRY E

100 Chits per Round

You cannot receive AID
unless you spend 25 to get it

COUNTRY D

500 Chits per Round

You cannot receive AID
unless you spend 25 to get it

COUNTRY E

100 Chits per Round

You cannot receive AID
unless you spend 25 to get it

COUNTRY D

500 Chits per Round

You cannot receive AID
unless you spend 25 to get it

COUNTRY E

100 Chits per Round

You cannot receive AID
unless you spend 25 to get it

Handout #21
Page 2 of 2

COUNTRY A 5000 Chits per Round You cannot give AID unless you spend 1000 to provide it	COUNTRY B 3000 Chits per Round You cannot give AID unless you spend 1000 to provide it
COUNTRY A 5000 Chits per Round You cannot give AID unless you spend 1000 to provide it	COUNTRY B 3000 Chits per Round You cannot give AID unless you spend 1000 to provide it
COUNTRY C 1000 Chits per Round You cannot give AID unless you spend 1000 to provide it or spend 25 to get AID	COUNTRY C 1000 Chits per Round You cannot give AID unless you spend 1000 to provide it or spend 25 to get AID
COUNTRY C 1000 Chits per Round You cannot give AID unless you spend 1000 to provide it or spend 25 to get AID	

CHOICE SHEET

Handout #22

Rounds 1 & 3

Cost	Choices
25	to receive AID from a rich country
50	peasant technology
50	CSM diet (cornmeal, soya and milk)
100	World Bank loan--see AID pile
100	positive balance of trade payments
400	windmill technology
800	water well drill technology
1,000	to give AID to country C, D, or E
1,500	stable 3-meal/day diet for people
1,500	no political repression
2,500	agribusiness technology
2,500	solar car technology
3,000	computer terminal technology
4,000	neutron bomb
4,500	MX missile
4,500	nuclear weapon

CHOICE SHEET

Handout #23

Rounds 2 & 3

Cost	Choices
20	oxen
25	to receive AID
45	Archimedes screw
50	Bibles and a missionary
55	CSM and Pepsi
100	wheat supply
500	conventional weapons
800	crop duster or tractor technology
1,000	to give AID to countries C, D, or E
1,500	stable 3 meals per day for people
2,000	highway construction
2,500	shopping mall
3,000	airport
3,500	squadron F-14 fighter jets
4,000	Trident missiles
4,500	stable economy
5,000	Olympics at your country

AID CARDS

$$$ Money goes to the core of the periphery You don't get any!	Local church gets support for mission schools + 20 chits
AID Engineers build a nuclear power reactor in your back yard + 10 chits	World Bank decides to start a shirt factory for your country + 20 chits
Electric cards imported. Wait for next round to get batteries + 5 chits	Money goes to elites so they can purchase more land + 10 chits
50-foot windmills built in your 100-foot jungle Zero chits	You just received surplus books so the people can learn to read: "See Spot run." + 10 chits

Money goes to support
oppressive dictator so
you won't turn Communist

Zero chits

Water wells drilled
to irrigate--wait for
next round to get pumps

+ 5 chits

Big brother gives you
blankets with chicken
pox inside

Zero chits

Airstrip built for
visiting legislators

+ 20 chits

CONGRATULATIONS!
Nestles just decided to
advertise and sell bottle
baby food in your country

+ 10 chits

Local land is taken
away for use by
agribusiness

Zero chits

CONGRATULATIONS!
You just received 50
extra cases of Washington
health food--CSM

Zero chits

PROLIFERATION CARDS

Handout #25

Treaty Arranged

You agree to never use this weapon

Your military plans a grand scheme to scare the opposition by taking over their nearest E country. You now occupy this country but loose 1000 chits for the next round.

The clear and present danger group supports Roy Gun for President. Congratulations!

Double your missiles.

Military Budget Mistake

This weapon cost twice as many chits as orignially planned because of cost overruns. Next round spend same amount to keep this weapon.

Your weapon just accidentally went off, causing spasm war and destroying everyone in both countries. Start over.

Treaty Arranged.

You agree to never get more weapons than any other country at the same time.

A pacifist group demonstrated with a march on Congress who decides to cut your chits by 500 for every round from now on.

Congress increases your budget by 1000 chits because of the clear threat from the other country.

VILLAGE PROFILE CARDS

Handout #26
Page 1 of 2

HELP OR HINDER ETHIOPIA

You live in a rural village in Ethiopia. Most of you are tenant farmers working small, irregular plots of land. Virtually all work is done by people power, though a few fortunate peasants have the use of oxen. Water is extremely scarce. The nearest road is six hours away. Ninety-five percent of you cannot read or write. Your average income is less than 100 dollars per year. There are close to 75,000 people for every doctor.[1] Your village is often plagued by malnutrition and even starvation.

The United States has just sent you $300,000 worth of catalog credits. You will be receiving four more of these credit allocations in the years to come. Design a plan for your village. How should your credits be spent and why? Be prepared to defend your decisions.

---

[1] United Nations Statistical Yearbook, 1974.

HELP OR HINDER INDIA

You live in Bombay, a city in India. The people in your city are struggling to survive. Thousands upon thousands of people have flocked to the city to escape the desolation and desperation of the countryside. Many hoped the city would bring new opportunities: jobs, food, medical care education, better housing. These hopes were quickly smothered.

There is massive unemployment and overcrowding. Few are receiving the health and education benefits they had dreamed of. Birth rates continue to soar.

Some low technology industries have been developed, yet foreign markets are difficult to find. Your people can produce manufactured goods cheaply, (a typical textile worker earns $5 per week). Developed countries have recently put quotas on your exports to protect domestic industries. Hence, many of your factories lie idle.

The U.S. has sent $300,000 worth of catalog credits. Four more allotments have been promised. How should you spend the credits?

HELP OR HINDER LAOTIAN REFUGEE CAMP

You are a group of Cambodian refugees living in a makeshift camp just inside the border of Laos. Due to the nature of your flight to freedom, you were only able to carry the barest of essentials. Some baskets, pots, and clothing is all you possess. Thousands have starved to death already. Medical care is urgent, as are housing and sanitation facilities. You do have access to some land surrounding the camp. Families have been split up and children are spending years in these camps without receiving any form of schooling.

You have just received $300,000 in U.S. catalog credits. In all, your camp will receive five such credit allocations. Devise a plan for each round of catalog credits. How will you spend your credits and why? Be prepared to defend your decisions.

CATALOG OF GOODS AND SERVICES

Handout #27
Page 1 of 4

National Security

Item	Cost
spear	15
gun	500
fortification for village	100,000
nuclear missile	700,000
conventional bomb	100,000
aircraft carrier	1,000,000,000
nuclear submarine	3,000,000,000

Domestic Needs

refrigerator	500
stove	500
cooking utensils (10 households)	300
furniture (per household)	1,000
house building materials, each	10,000
shirt	10
pants	20
coats	75

Energy

Item	Cost
coal plant	1,000,000
nuclear power plant	750,000,000
solar power systems, per home	20,000
wind power, 5 homes	25,000
hydroelectric power plant	5,000,000
natural gas system	1,000,000
oil per 100 gallons	150

TRANSPORTATION

roads, per kilometer	40,000
bicycle	100
compact car	6,000
plane, 8-passenger	100,000
boat, 30-foot sail and motor	75,000

HEALTH

Item	Cost
medical supplies, basics for 100 people	10,000
medical clinic	100,000
nurse, per year	15,000
doctor, per year--recent graduate	25,000
dentist, per year--recent graduate	25,000
population control expert (see education)	

EDUCATION

textbooks, groups of 100 (specify topics)	500
desks, bookshelves, chairs, chalkboards, per 100 students	5,000
building materials for school, per square foot	50
school supplies, pencils, paper, etc., for 100 for 1 year	1,000
teacher, specify language and grade level, per year	20,000
technical expert, all fields, per year	25,000
foreign university education, one student	40,000

AGRICULTURE

Item	Cost
tractor	100,000
oxen	2,500
hand plow	3,000
irrigation system	250,000
wells (each)	15,000
seeds, specify type, 100# bags	25
fertilizer, 100# bags	50
hand tool package (hoes, shovels)	300
storage bins, prefab	3,000
herbicides, per acre	50
CSM for emergency relief, 100# bags	50
experts (see education)	

ORDER FORM

Handout #28

ITEM	QUANTITY	COST

TOTAL ______________

102

EXPENDITURE RECORD

Handout #29

ROUND | TRANSACTION ACCOUNTS | CATALOG

Items | Cost

1

CCs to start with ____________________

CCs spent ____________________

CCs left over ____________________

2

CCs to start with + CCs left over _____

CCs spent ____________________

CCs left over ____________________

3

CCs to start with + CCs left over _____

CCs spent ____________________

CCs left over ____________________

4

CCs to start with + CCs left over _____

CCs spent ____________________

CCs left over ____________________

5

CCs to start with + CCs left over _____

CCs spent ____________________

CCs left over ____________________

6

CCs to start with + CCs left over _____

CCs spent ____________________

CCs left over ____________________

103

SCENARIO

Handout #30

You are now living in an age in which the time has come to make drastic global changes. World resources have reached a seriously depleted state; luxuries are quickly becoming a thing of the past. As a result, inequalities have become much more pronounced between classes and between nations. There is a real threat of internal and external warfare if something is not done to redistribute world wealth. Every nation has nuclear weapons and significant retaliatory capability; therefore, nations have cancelled out each other's military power. The only strength left is that of numbers. The majority of these people are of the very poor and hungry, or who we call the Third World. However, not only are they becoming increasingly organized, but they are the only ones with the know-how and skills to adapt to a world of scarce resources, few if any luxuries, and no modern technology. Consequently, because the modern technocrats and government officials can no longer control their people's unrest nor have the ability to lead them in such a changing world, the Third World poor have taken power and now have become the "experts." Their perspective is that western-style development has only meant increased wealth and privileges for the very few. Moreover, it has meant destroying many of their traditional values, bringing about the many evils associated with urbanization creating unemployment and only more and deeper poverty. "Development," therefore, should be outlawed--what use is it if it creates more and wider gaps of inequalities, repressive governments, a growing threat of war, and alienation and loss of identity for the individual?

It is with this perspective that the now dominating Third World poor attempt to re-educate and change the world.

LIFE IN A THIRD WORLD COUNTRY

Handout #31
Page 1 of 2

More than half of the world's population has a standard of living based on an income of less than $100 a year. Can you imagine living on $100 a year? How would your family adapt itself to an income of $100 a year?

Imagine. Suddenly your family lives in a poor, undeveloped country. Your father is a tenant farmer, which means he does not own the acre of land that he farms. You have two brothers and one sister. Everyone in the family works.

The first thing you will notice about your new home is that it is a small, two-room shack. It seems horrible, but think, an estimated 250 thousand people in the Indian city of Calcutta have no shelter at all. They live on the streets.

The second thing you wil notice is the lack of furniture in your house. There are no beds, no chairs, couches, television, or lamps. A few old blankets are used for sleeping. There is a table in the kitchen area and one wooden chair. Your clothing consists of only one dress or one pair of pants and a shirt. There is one pair of shoes for your father and no shoes for your mother, your brothers and sister, or yourself.

There is no water or electricity in the house, so there is no need for modern appliances--no refrigerator or electric stove, no dishwasher, no washer or dryer, and certainly no microwave oven! The clay stove is the source of energy to cook tonight's meal of potatoes, onions and beans--no fresh fruit, no canned food, cookies or crackers.

Can you imagine what your daily life would be like? Your father works in the field from very early in the morning, before the sun rises, until late in the evening. Your mother does the cooking on a stove made of dried clay She gets water from the well or from the river and carries it for a mile back to the house.

If you are a boy you do not go to school; you help your father in the field. When you are young you scare birds from the field and fill water pots from the canal for irrigation. When you get older you are responsible for carrying fertilizer to the field. You learn to make rope by twisting fiber from the palm trunk.

If you are a girl you do not go to school; you help your mother fetch water. You help cook meals and you carry the midday meal to the field for your father and brothers. You gather wood sticks from alongside the road for fuel. When you get older you take washing down to the river. You sew and cook. You spin wool and yarn. Perhaps you will be lucky and get married before you are sixteen. Then you will not be a burden on your family.

In a poor country like yours, government services are minimal. There is no postman or fireman. The school is three miles away, but its two classrooms are not overcrowded since only half the children in the surrounding areas can go to school. Most are needed to work at home. The nearest hospital is ten miles away. You can walk or ride the bus. You usually ride on top of the bus because it is always too crowded inside.

Your family has about $10 on hand for medical or other unexpected expenses. Your father raises only $100 to $300 worth of crops. But because he is a tenant farmer and does not own the land- he must pay at least one-third to the landlord and must also pay about 10 percent more to the money lender, who loaned him the money with which to buy seed for the crops.

When you go to sleep at night you feel tired and hungry. A working adult requires at least 2300 calories a day to make up for the energy used by the body. Your family averages 2000 to 2100 calories a day. When the body does not receive enough food, enough fuel, it runs down.

You may think that your parents could figure some way out of the poverty; but when a person's body is run down, there is no energy left after working all day to think of ways to escape, if that were even possible.

When you hear about half the world's population living on $100 a year, it is hard to imagine what that is like. This is what it means.

Written by Margaret Risk

POLICY RECOMMENDATIONS

Handout #32

The following are the policies to be recommended and fostered as deemed necessary by our Third World experts:

1. The extended family will be of primary importance. Much stronger family ties, therefore, are to be encouraged while individualism is to be attacked everywhere.

2. Polygamy is to be valued and a form of status.

3. Overcompensation and materialism is to be looked down upon.

4. Animal husbandry and agriculture are to be considered necessities carried out by each household.

5. Industries will be carefully and selectively developed.

MATHEMATICS AND APARTHEID
IN SOUTH AFRICA

Handout #33
Grades 5 & 6

In South Africa, 13 percent of the territory has been set aside as homelands for 18 million blacks, while the remaining 87 percent is for the country's 4 million whites.

What is the total population of South Africa?

_____ + _____ = _____
black   white   population

What percent of the people are black?

18 ÷ 22 x 100 = _____%
black   total pop.

What percent of the people are white?

_____ ÷ _____ x 100 = _____%
white   total pop.

How many people in our class? _____

What number is the same percent as blacks in our class?

_____ x . _____ = _____
class   black%

What number is the same percent as whites in our class?

_____ x . _____ = _____
class   white%

The whites occupy 87 percent of the land.
The blacks occupy 13 percent of the land.

How many square feet are in our classroom?

_____ x _____ = _____
length of room   width of room   total sq. feet

How many square feet is 87 percent?

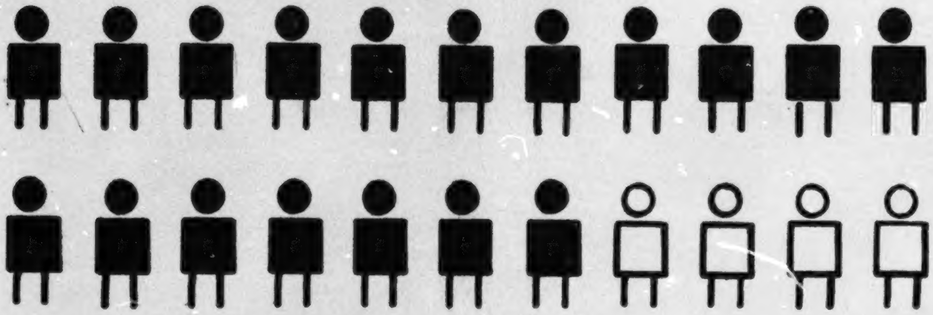
_____ x .87 = _____
total

How many square feet is 13 percent?

_____ x .13 = _____
total

MATHEMATICS AND APARTHEID IN SOUTH AFRICA

Handout #34
Grades 2-4



How many people are black? _____

How many people are white? _____

Which are more--black or white? _____

How many people are there all together? _____ + _____ = _____
black white total

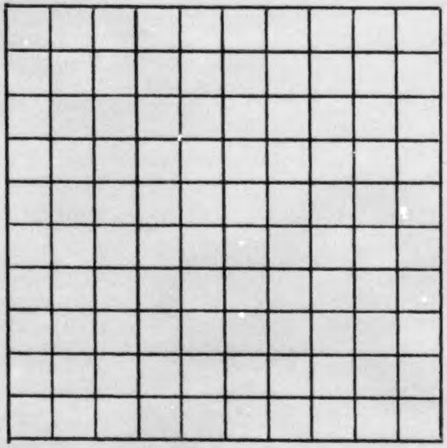
How many squares are in the box? _____

Color 13 of the squares black.

How many squares are left white? _____

In South Africa, the white people live on the land represented by the white squares, and the black people on the black squares.

Who has more land? __________



GOING AFTER MR. GOODBAR RULES

Handout #35

1. To make a candy bar you need:
   1 peanut + 1 chocolate kiss + 1 poker chip + $500

2. At the end of a round, if you have the ingredients, you will trade them to the director for a candy bar.

3. You may keep the candy bar, or sell it to the director for $1,000, or for 1 poker chip and $500.

4. At the end of each round you will receive:
   2 peanuts for each 1 peanut sold
   1 peanut for each 2 peanuts not sold

5. Poker chips (technology) will preserve peanuts for 1 round, chocolate for 2 rounds.

6. You can purchase a poker chip for $500 at the end of a round.

7. Record transactions below:

Rounds:	Peanuts	Chocolate	Money	Poker Chips	Candy Bar
Begin With					
Round 1					
Round 2					
Round 3					
Round 4					
Round 5					
Round 6					
Round 7					

CHECKLIST

Handout #36

Directions: Place a check beside the individuals or groups you consider subversive; add any other people or organizations you think are subversive at the bottom of the page.

___Antinukes

___Neonazis

___Jane Fonda

___American Friends Service Committee

___Somoza

___CIA

___Andrew Young

___Hells Angels

___Charlie's Angels

___Ayatoullah Khomeini

___Nuns

___Alice Cooper

___Gays

___Draft dodgers

___Krishnas

___Masons

___Cuban refugees

___Chrysler

___Rev. Jessie Jackson

___Democrats

___Ramsey Clark

___Ku Klux Klan

___Black Consciousness Organization in Soweto, South Africa

___Nestle

___American Communist Party

___Red Power Group

___Black Panthers

___Gray Panthers

___John Birchers

___NOW Libbers

___Fascists

___Shah of Iran

___PLO

___Red Brigade

___Labor unions

___Conscientious objectors

___Junior League

___Anita Bryant

___Anwar Sadat

___Republicans

OTHERS

____

____

TO BE OR NOT TO BE A SUBVERSIVE

Handout #37
Page 1 of 2

Directions: Read the statement and check yes or no as to whether you consider it subversive. If you have some idea who might have made the statement, or what group the individual may be associated with, please write the name in the space provided.

1. As there cannot be good laws where the state is not well armed, it follows that where they are all armed they have good laws.
   Subversive: yes ___ no ___
   Who: ____________________

2. His body is in jail, but his soul is with you. You must use no violence. You will be beaten, but you must not try to protect yourselves. You must be peaceful at all times.
   Subversive: yes ___ no ___
   Who: ____________________

3. While "he" remains as President, our people will rise up in protest to his cold-blooded crimes, robbery, corruption and . . . genocide. . . . we . . . want to clarify to the world that "his" declarations are false. We are not influenced by communism, nor by any international ideology. We have our own ideology.
   Subversive: yes ___ no ___
   Who: ____________________

4. . . . whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government.
   Subversive: yes ___ no ___
   Who: ____________________

5. It has naturally crossed our minds to wonder whether anything but bloodshed and violence will have any effect. It will do neither them nor us any good, and if they get it . . . it will simply be the result of trading for too long on a patience which has its limits. If the whites continue as at present, nobody will give the signal for mass violence. Nobody will need to.
   Subversive: yes ___ no ___
   Who: ____________________

6. We are all convinced that the emancipation of the workers can only be brought about by the workers themselves.
   Subversive: yes ___ no ___
   Who: ____________________

7. The government is undermining and corrupting the . . . family.
   Subversive: yes ___ no ___
   Who: ____________________

112

Handout #37
Page 2 of 2

8. The only thing I like integrated is my coffee.
Subversive: yes ___ no ___
Who: ______________________

9. Public opinion is everything. With it nothing can fail. Without it nothing can succeed.
Subversive: yes ___ no ___
Who: ______________________

10. I am not willing to give up my arms even though all the others do so. I would rather die with the few who accompany me because it is better for us to die as rebels than to live as slaves.
Subversive: yes ___ no ___
Who: ______________________

113

Handout #38

MY KINGDOM FOR A CAR
BY
PHIL OCHS

I found my freedom here in my new car
Flyin' down the highway road
My shirt sleeves are rolled
My Colt 45 is cold
I go fast 'til I'm goin' faster

(chorus)
Look how far we've come
Look how far
A car
A car
My kingdom for a car

How I love the highway
Picks me up and takes me wherever I feel
I breeze through the trees
Brings peace to her knees
I am faster than all that's flyin' by me

Repeat chorus

Take me to tomorrow
Let me go racin' with the wind in my hair
There's smoke in the air
But I do not care
If you want me you will have to pass me

Repeat chorus

Run to me baby
We will leave this town that was not made for a man
We'll find a new land
But traffic is jammed
I work hard but it's time for walkin'

Repeat chorus

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BUILD ON THE BASICS: A MENU PLANNER

Handout #39

Reprinted from Better Homes and Gardens Diet & Exercise

BUILD ON THE BASICS: A MENU PLANNER

The basics: proven reliable

Still the best approach to nutritional meals is to plan menus around the basic four food groups system. This flexible, easy to remember system takes into account the RDA (Recommended Dietary Allowance), which tells how much of the known nutrients are required to meet the needs of a healthy person.

Our Basic Four Food Groups chart at *right* outlines the types of foods and nutrients supplied in each of the four basic food groups. It also lists the suggested number of servings and examples of what constitutes a serving from each group. By referring to this chart to plan your menus, you'll have a reliable system that gives you the RDA from everyday foods.

Each food group contains foods of similar nutrient content. The number of servings suggested for each group of foods will provide an *adequate* intake of nutrients. By adequate we mean about 80 percent of the RDA for nutrients and about 65 percent of the calories you need. To meet the rest of your nutrient allowances, you should include additional servings from the food groups. Extra calories can come from additional helpings of the basic foods, or they can come from the "extras" listed at the bottom of the chart.

The extra foods are extremely high in calories in relation to their nutrient value. Some provide nothing other than calories. Although these extra foods are not required in your diet, you can add them to your meals—if you use them to complement, and not replace, the basic four foods. Remember: Eat these extras in moderation and build on the nutritionally sound basics. A balanced diet is what you're seeking.

Balance your food act

To achieve that balanced diet, you must think in terms of combining the right amounts of each of the basic foods. The idea that if something is good for you, then more is better couldn't be further from the truth. If you base your diet on just a few foods or exclude foods from one or two of the food groups, your diet is nutritionally unsound in two ways. It shortchanges you on some essential nutrients. Simultaneously, your diet forces your body to cope with

THE BASIC FOUR FOOD GROUPS

Meats	Milk Products	Fruits and Vegetables	Grains
FOODS IN THIS GROUP INCLUDE:			
Beef, pork, veal, lamb, wild game, fish, poultry, eggs, meat analogs, cheeses, milk, dry beans, peas, peanuts and other nuts	All types of milk, yogurt, natural and processed cheeses, ice cream, ice milk, and foods made with milk (milk shakes, puddings, creamed soups, etc.)	All fruits and vegetables in fresh, canned, frozen, and dried forms; also the juices of foods from this group	All foods prepared with whole-grain or enriched white flour. The list includes yeast and quick breads, all pasta products, rice, ready-to-eat and cooked cereals, grits, or tortillas
MAJOR NUTRIENTS SUPPLIED:			
Protein, fat, niacin, iron, thiamine, vitamin B_{12}, vitamin E, phosphorus, copper	Protein, fat, calcium, riboflavin, vitamins A and D, magnesium, zinc	Carbohydrate, water, vitamins A and C, iron, magnesium	Carbohydrate, fat, protein, thiamine, niacin, vitamin E, calcium, iron, phosphorus, magnesium, zinc, copper
NUMBER OF SERVINGS SUGGESTED:			
Adults, children, teen-agers—2 pregnant, nursing women—3	Children—3, teen-agers—4, adults—2, pregnant, nursing women—4	Everyone—4 (1 citrus fruit daily and 1 deep green or yellow vegetable every other day)	Everyone—4
ONE SERVING EQUALS:			
2 ounces cooked lean meat, fish, or poultry; 2 eggs, 2 ounces hard cheese, ½ cup cottage cheese, 2 cups milk, 1 cup cooked dry beans, peas, or lentils; ½ cup nuts or ¼ cup peanut butter	1 cup milk or yogurt, 1 ounce hard cheese, ½ cup cottage cheese, ½ cup ice cream, or 1 serving of a milk-based pudding, soup, or beverage, as usually served	One serving is generally a portion as served, such as 1 medium apple, banana, tomato, or potato, or ½ of a cantaloupe or grapefruit; ½ cup cooked pieces of fruit or vegetable or juice, 1 cup cut-up raw	1 slice bread, 1 ounce cereal, 1 roll or muffin, 1 pancake or waffle, or ½ cup cooked grits, rice, pasta, or cereal

Extras: These foods provide negligible nutritional value in proportion to calories, and no amount is recommended. Add them to your diet as your caloric allowances permit: *butter or margarine, shortening and oils, dressings, condiments, sugars, candies, syrups, jams, unenriched refined grain products, and heavily sweetened desserts and pastries.*

c Meredeth Corporation 1979

FIVE-DAY MENU

Handout #40

	Breakfast	Lunch	Dinner
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

RECIPES AROUND THE WORLD

Handout #41
Page 1 of 3

Tuo Zaafi (millet porridge) from Upper Volta

Ingredients: millet
water

Calories per serving:	119
Percent daily requirement of carbohydrate:	24
Percent daily requirement of protein:	3
Percent daily requirement of fat:	1

Couscous (millet dish) from Upper Volta

Ingredients: millet, water, lamb, onion, coriander, salt, red pepper, saffron, cummin, oil, carrots, yellow squash, zucchini, black-eyed peas

Calories per serving:	418
Percent daily requirement of carbohydrate:	32
Percent daily requirement of protein:	34
Percent daily requirement of fat:	23

Polenta Pie (maize and meat pie)

Ingredients: maize flour, chicken, white sauce or gravy, margarine, milk and water, salt and pepper

Calories per serving:	470
Percent daily requirement of carbohydrate:	44
Percent daily requirement of protein:	20
Percent daily requirement of fat:	23

Coconut Bean Soup from Tanzania

Ingredients: chopped onion, green peppers, curry powder, salt, kidney beans, coconut milk, pepper, margarine, tomatoes, rice

Calories per serving:	300
Percent daily requirement of carbohydrate:	17
Percent daily requirement of protein:	9
Percent daily requirement of fat:	23

Source: Recipes for a World Harvest, 1978, Boston: Oxfam-America, Inc.

Braised Cabbage from Tanzania

Ingredients: onion, salt, red pepper, oil, cabbage, beef stock

Calories per serving:	25
Percent daily requirement of carbohydrate:	5
Percent daily requirement of protein:	2
Percent daily requirement of fat:	2

Elolu Kiri Hodhi (vegetable curry) from Sri Lanka

Ingredients: coconut milk, onion, green chilis, tumeric, ginger, cinnamon stick, duan pandan, lemon rind, bay leaves, vegetables, salt, assorted fruits, vegetables, and nuts

Calories per serving:	700
Percent daily requirement of carbohydrate:	29
Percent daily requirement of protein:	11
Percent daily requirement of fat:	61

Ghee Rice from Sri Lanka

Ingredients: rice, ghee, onion, cloves, cardamom pods, cinnamon stick, stock, salt

Calories per serving:	424
Percent daily requirement of carbohydrate:	77
Percent daily requirement of protein:	7
Percent daily requirement of fat:	9

Biriani (rice with meat) from Bangladesh

Ingredients: beef, cloves, cardamom, ginger, salt, onion, cinnamon, garlic, rice, almonds, raisins, egg

Calories per serving:	408
Percent daily requirement of carbohydrate:	25
Percent daily requirement of protein:	21
Percent daily requirement of fat:	14

Handout #41
Page 3 of 3

Papas a la Huancaina (potato salad) from Peru

Ingredients: cottage cheese, onion, lemon juice, salt, chili powder, oil, potatoes, milk

Calories per serving:	250
Percent daily requirement of carbohydrate:	23
Percent daily requirement of protein:	5
Percent daily requirement of fat:	8

Ceviche (pickled fish) from Peru

Ingredients: lime juice, lemon juice, onions, garlic, houtaka chilis, salt, pepper, sole fillets, red chilis

Calories per serving:	116
Percent daily requirement of carbohydrate:	6
Percent daily requirement of protein:	19
Percent daily requirement of fat:	2

Creole Chicken from Haiti

Ingredients: chicken, onions, butter, saffron, curry powder, chili powder, salt, coconut milk, rice

Calories per serving:	741
Percent daily requirement of carbohydrate:	38
Percent daily requirement of protein:	50
Percent daily requirement of fat:	44

DATA SHEET

Handout #42

Fueling the energy-intensive techniques of modern agribusiness: 20% fossil fuels for machinery and farm equipment 11% natural gas and petrochemicals for pesticides and fertilizers 6% petroleum-generated electricity for irrigation pumps and dynamos 5% various energy inputs for commerce and machinery	42%
Modern industrial methods of food processing, including milling, preserving, canning, and freezing.	20%
Wholesale and retail marketing	16%
Containers	10%
Commercial freight	7%
Food industry, commerce, fishing, and feed processing	5%

NEWSPAPER ARTICLES

Handout #43

Rocky Mountain News, November 8, 1979

HIGH SCHOOLS SHOULD BAN STUDENT AUTO DRIVING

Virginia may be typical or atypical when it comes to this problem, but according to the head of the state's Department of Education, student misconduct aboard school buses has caused numerous incidents of personal injury and property damage, some of them quite serious.

Behavior which could cause an accident, says Dr. S. John Davis, "should be grounds for suspension of the privilege to ride."

Some parents may consider this to be drastic and unfair treatment of their little darlings. But it doesn't go halfway far enough.

At the same time, school buses should be filled by students who now drive their own cars to school. If schools all over the country were to ban or at least discourage student driving--with liberal exceptions for necessity, of course--it could save millions of gallons of gasoline.

Kids are the future of this country, and it's worrisome when the adults who presently run it don't respect young people enough to require them to assume the responsibilities they are capable of, whether it's to abstain from hurting others or destroying property, or to help out in a national crisis.

Would the kids respond to a call to conserve gasoline? Probably better than their elders.

Denver Post, November 29, 1979

TO THE DENVER POST:

One of the best ways to conserve gasoline is to raise the age at which one may obtain a driving permit and, subsequently, a driver's license.

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COMPARATIVE WORLD ISSUES FOR GRADES 1-12

Developing a "global perspective" implies obtaining a sensitivity to many of the more difficult problems facing all societies. Four global issues—inequality, development and technology, human rights, and basic human needs—provide the basis for activities included in COMPARATIVE WORLD ISSUES FOR GRADES 1-12. Developed by teachers of social studies, language arts, mathematics, reading, and elementary education, these activities emphasize global themes as well as the basic skills necessary for understanding such themes. An activity called "Human Rights" shows students, through the use of basic mathematical calculations, the distribution of land in South Africa as compared to the number of black or white inhabitants. "Going After Mr. Goodbar" teaches students the concept of interdependence as students try to buy or trade for the necessary ingredients to make a Mr. Goodbar. In this activity, students must have one peanut, one chocolate kiss, one poker chip (representing technology) and $500 to make the Mr. Goodbar.

Another game, "A Simple Roll of the Die," shows students how chance plays an important role in the concept of inequality. An activity called "Limited World Model" demonstrates the effect the arms race, foreign aid, and technology have on both rich and poor countries. "Help or Hinder: How to Give Good Aid" uses a game format to explore whether the country receiving or the country giving foreign aid should determine the method of assistance.

This is an experimental unit—the first to emerge for the University of Denver's Masters of Arts program in Curriculum and Instruction with a cognate in international studies. Comments, evaluations, and suggestions for revision are welcomed.

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